



BEST FOR
ALL

We will set all students on a path to success.

ELA

Grade 5

Boot Camp

Teacher Materials

Week 2

ELA Remote Learning Videos: Grade 5 Week 2 Teacher Summary Packet

This video series is adapted and designed to provide asynchronous instruction for remote learning. The series of lessons—five per week—provides asynchronous instruction for students and then time for synchronous wraparound support from the classroom teacher between lessons. Each video lesson is approximately 20–30 minutes in length.

Each week’s materials include a teacher-facing summary packet and a student-facing support packet. The student packet includes directions teachers can customize in communications with their students and contains all the materials needed to interact with the lesson as well as independent practice.

This week’s instruction focuses on the following:

- Lesson 6 – Determining the Main Ideas and Summarizing Article 23 of the Universal Declaration of Human Rights
- Lesson 7 – Close Reading: Article 17 of the UDHR
- Lesson 8 – Close Reading: “Las Guayabas” and Article 2 of the UDHR
- Lesson 9 – Mid Unit Assessment: Answering Questions about and Summarizing Article 13 of the UDHR (including reading “Los Melones”).
- Lesson 10 – *Esperanza Rising* and Evidence of Threats to Human Rights

Instruction will use the following Tennessee ELA standards in order to build knowledge about *Esperanza Rising* and the UDHR.

- 5.RL.KID.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RI.KID.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RI.KID.2 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RI.KID.2 – Determine the central idea of a text and explain how it is supported by key details’ summarize the text.
- 5.RL.IKI.9 – Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- 5.RI.IKI.9 – Integrate information from two or more texts on the same topic in order to build content knowledge.
- 5.RI.CS.4 – Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
- 5.RL.CS.5 – Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of particular texts.
- 5RL.RRTIC.10 – Read and comprehend stories and poems at the high end of the grades 4-5 text complexity.
- 5FL.VA7a – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference

material, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

- 5.W.RBPK.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
- 5.SL.CC.1 – Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

The lessons follow a four-part cycle: (1) opening, (2) work time, (3) closing and assessment, and (4) homework. Most of the time one video lesson is one complete cycle, but in some cases a cycle is split between two video lessons. The asynchronous videos do not cover all elements of each written lesson. The tables below show which elements are in each video and which can be used by the teacher for synchronous supports.

Lesson 6

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Included in the video (Option A)	Consider adding access points or scaffolding when reviewing the homework questions. If using this lesson synchronously, discussion of questions may assist in determining students' content knowledge. If lessons are occurring asynchronously, consider how homework will be collected to ensure that students receive feedback before moving forward with the next lesson.
Work Time	Included in the video	Consider reviewing the four points of Article 23 synchronously to support student learning before moving into new components of the work time section. Consider what additional access points may be necessary to support students in writing summaries. Include those supports during a synchronous lesson or consider how to support asynchronously if necessary.
Closing and Assessment	Included in the video	Consider how to measure student mastery of summarizing and analyzing structure. Both critical topics are included in the work time/assessment sections for this lesson.
Homework	Included in the video	Comprehension questions are included for independent work. Consider whether this is appropriate for independent work or reading needs to occur during synchronous learning or as an additional asynchronous lesson support and/or access point.

Lesson 7

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Included in the video (Option A)	Consider adding access points or scaffolding when reviewing the homework questions. If using this lesson synchronously, discussion of questions may assist in determining students' content knowledge. If lessons are occurring asynchronously, consider how homework will be collected to ensure students receive feedback before moving forward with the next lesson.
Work Time	Included in the video	Incorporate the partner work and discussion elements as additional access points if the lesson is being delivered synchronously. If lesson is delivered synchronously, consider how to add feedback and adjustments to support the understanding of human rights that are threatened. Consider how to support connections from UDHR to the <i>Esperanza Rising</i> text if lesson is delivered

		asynchronously. In addition, consider what additional supports students may need during the close reading of UDHR.
Closing and Assessment	Included in the video	Consider what to emphasize from today's lesson during synchronous discussions to ensure student mastery.
Homework	Included in the video	Assign homework and adjust as appropriate for your setting.

Lesson 8

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Included in the video (Options A and B)	In opening B, consider how you will engage students with the Spanish/English translations before the lesson.
Work Time	Included in the video	Consider what access points or scaffolds students may need in reading the chapter. Consider whether students need additional support with the structure chart. Include opportunities for discussion or turn and talks if this lesson is synchronous. Consider how students will incorporate discussion if the lesson is delivered asynchronously. Consider how to support students who circled yellow or red in the stoplight. Consider whether students need additional time or access points to complete the close reading section.
Closing and Assessment	Not included in the video	Consider how whole group discussion will be approached in an asynchronous lesson.
Homework	Included in the video	Consider how student review of answers will be incorporated into the next lesson.

Lesson 9

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Included in the video	Consider how you will engage students with the Spanish/English translations before the lesson.
Work Time	Included in the video	Consider what access points or scaffolds students may need in reading the chapter. Consider an approach for the mid-unit assessment through work time A that is appropriate for your context and students. Many resources should be available to students. Ensure that if students are taking the assessment asynchronously they will have access and be able to use resources effectively.
Closing and Assessment	Included in the video	Consider how the tracking progress section will be used or will not be used in your classroom. Consider customizing this section to fit your classroom structures.

Homework	Included in the video	Consider how student review of answers will be incorporated into the next lesson.
----------	-----------------------	---

Lesson 10

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Included in the video	Consider what review students may need for the structures chart. In addition, consider how students will engage in discussion or review before answers are provided on screen if this lesson is delivered asynchronously.
Work Time	Included in the video	Incorporate checks for understanding within a synchronous lesson or determine how checks for understanding should occur asynchronously as a great deal of story content and UDHR content is being applied in this section of the lesson. In addition, consider how the discussion section of work time will be tailored to your context, students, and community.
Closing and Assessment	Included in the video	Consider how exit ticket information will be collected.
Homework	Included in the video	Consider how the text-based discussion may need to be tailored to the digital platform and student expectations.



Lesson 6

ELA G5:M1:U1:L6

DETERMINING THE MAIN IDEAS AND SUMMARIZING ARTICLE 23 OF THE UDHR

Daily Learning Targets

- I can determine the main ideas and summarize Article 23 of the Universal Declaration of Human Rights.
- I can describe how pages 39-57 of *Esperanza Rising* contribute to the overall structure of the story.

Ongoing Assessment

- Main Ideas and Summary: Article 23 of the UDHR

Agenda

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Reviewing Homework Questions (5 minutes)</p> <p>B. Reviewing Learning Targets (5 minutes)</p>	<p>Purpose of lesson and alignment to standards:</p> <ul style="list-style-type: none">• By reviewing homework questions in this lesson, students are held accountable for their homework and reminded of what happened in that chapter of the novel. This helps to provide a purpose for continuing to study Article 23 of the UDHR.



Agenda	Teaching Notes
<p>2. Work Time</p> <p>A. Determining the Main Ideas: Article 23 of the UDHR (10 minutes)</p> <p>B. Mini Lesson: Writing a Summary (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Read Aloud: "Los Higos" of <i>Esperanza Rising</i> (20 minutes)</p> <p>4. Homework</p> <p>A. Reread "Los Higos" on pages 39-57 and complete <i>Esperanza Rising: Questions</i> about "Los Higos" in your Unit 1 Homework.</p> <p>B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • In this lesson, students determine the main ideas of Article 23 and write a summary after a mini lesson about summary writing in which they analyze a model. • Writing instruction has been carefully designed across the module. In this unit, the focus is on writing a short summary paragraph. In unit two, the focus shifts to writing a full essay--an introduction paragraph, two proof paragraphs, and a conclusion paragraph. These basic structures are introduced to students in this module and built upon throughout the school year. • Lessons 3-5 featured built-out instruction for Goal 1 Conversation Cues to promote productive and equitable conversation. Moving forward, continue using Goal 1 Conversation Cues in this way, considering suggestions within lessons. Refer to the Lesson 3 Teaching Notes and see the Tools page for additional information on Conversation Cues. • Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads "Los Higo" aloud during Closing and Assessment A. • In this lesson, the habit of character focus is on working to become an ethical person. The characteristic that students practice is respect, as volunteers share out personal reflections on what happened in <i>Esperanza Rising</i>.



- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to human rights. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- In the previous lesson, students closely read Article 23 of the UDHR to gain a deeper understanding of it.

Areas in which students may need additional support:

- Students may need additional support with writing a summary. Consider placing those who will need additional support in one group to receive teacher support.

Assessment guidance:

- Review student summaries after the lesson to check whether they are on the right track. Use common issues as teaching points for the whole group in the next lesson.

Agenda	Teaching Notes
	<ul style="list-style-type: none"> • Collect homework from Lesson 5: <i>Esperanza Rising</i>: Questions about "Las Papayas." <p>Down the road:</p> <ul style="list-style-type: none"> • In the next lesson, students will make connections between "Los Higos" and the UDHR, and they will closely read Article 17 to determine the main ideas and to summarize. • The Criteria for an Effective Summary anchor chart introduced in this lesson will be referred to throughout the module and the school year.

In Advance

- Strategically pair students for work during this lesson, with at least one strong reader per pair.
- Prepare the Criteria for an Effective Summary anchor chart (see supporting materials).
- Review the Red Light, Green Light protocol (see Classroom Protocols).
- Post: Learning targets, Strategies to Answer Selected Response Questions anchor chart, Spanish/English Dictionary anchor chart, and Working to Become Ethical People anchor chart.

Tech and Multimedia

- Work Times A and B: Students complete their note-catchers in a word-processing document--for example, a Google Doc--using Speech to Text facilities activated on devices or using an app or software such as [Dictation.io](https://www.dictation.io/).



- Work Time B: For students who will benefit from hearing the texts read aloud multiple times, consider using a text-to-speech tool like **Natural Reader**, **SpeakIt!** for Google Chrome, or the Safari reader. Note that to use a web-based text-to-speech tool like **SpeakIt!** or Safari reader, you will need to create an online doc, such as a Google Doc, containing the text.
- Work Time B: Students annotate the model summary using the comments feature in word-processing software--for example, a Google Doc.

Supporting English Language Learners

Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing a safe space with time to reflect on the sensitive events in *Esperanza Rising*. Students are given an opportunity to build on their understanding of the language of Article 23 of the UDHR by discussing main ideas and summarizing.
- ELLs may find it challenging to summarize Article 23 orally and in writing in the amount of time allotted. Consider focusing students on sharing and improving their oral summaries with each other, as this process can be more effective for language development. They can sketch or write notes and complete their written summaries later (see "Levels of support" below and Meeting Students' Needs column).

Levels of support

For lighter support:

- Encourage students to analyze the Model Summary: Article 23 of the UDHR and create a paragraph frame that those who need heavier support could use to write summaries of any UDHR article. Invite them to add a phrase bank for additional support. (Students will be expected to write a summary of Article 13 on the Mid-Unit 1 Assessment.) Example:



- Summary Paragraph Frame
- *The simplified version of Article _____ describes it as _____. One of the main ideas of this article is that _____. Part _____ of the article says "_____." Another main idea is that _____. Part _____ of the article says "_____." Article _____ gives people the right to _____.*
- Article 26 Summary Phrase Bank
- *"Marriage and Family," free to marry, if they agree*

- Invite students to read one another's summary and evaluate how well their partner has used evidence to support the main idea. Encourage them to suggest stronger quotes where appropriate.
- Encourage students to add to the graphic organizer they began in Lesson 2 to chart (and illustrate) the main events in pages 39-57 of *Esperanza Rising* against the structure of the story. Ask them how they might incorporate Article 23 from this lesson. Invite them to explain this graphic organizer to students who need heavier support.

For heavier support:

- In Opening A, model and think aloud referring to the homework while participating in the homework review with an enthusiastic ELL. Prepare cue cards or display prompts, including sentence starters, to support student interaction. (Example for Homework Question 1: *can't believe it; "... in someone else's body ..."*) Consider practicing with students beforehand.
- In Work Time A, consider providing students with the supporting details and inviting them to match each to the appropriate main idea. Include a red herring if students are ready.
- In Work Time B, prepare a cloze version of a model summary for students to complete. For additional support, provide a word bank consisting of the words and phrases you omitted from the cloze version.



- **Multiple Means of Representation (MMR):** This lesson introduces criteria for writing an effective summary. This is an important skill throughout this unit that will also support students in text-based discussion in the end of unit assessment. To facilitate comprehension, consider multiple ways of drawing connections between the model summary and the criteria for effective summary chart by using short form symbols or initials that draw connections between the model and the criteria (see the Meeting Students' Needs column).
- **Multiple Means of Action and Expression (MMAE):** Some students who may need additional support with reading may find it difficult to synthesize the text to find the main idea. Consider decreasing the complexity of the task by providing multiple choice options for the main idea and have students identify the correct one. Have them justify their choice with evidence from the text. When writing their summary, provide students who may need additional support with an individual checklist containing the criteria from the Criteria for an Effective Summary anchor chart. Instruct students to check off each criterion as they incorporate it into their work. For increased visualization, color-code elements of the checklist and also provide colored pencils or highlighters for students to mark in their writing.
- **Multiple Means of Engagement (MME):** To make summary writing relevant to students, ask explicit questions about the purpose of written summaries and how they will support their learning in this unit.

Vocabulary

Key: Lesson-Specific Vocabulary (L); Text-Specific Vocabulary (T); Vocabulary Used in Writing (W)

- main ideas, summarize, subject, predicate (L)

Materials

- *Esperanza Rising* (from Lesson 2; one per student)



- Homework: *Esperanza Rising*: Questions about "Las Papayas" (one per student)
- Homework: *Esperanza Rising*: Questions about "Las Papayas" (example, for teacher reference)
- Affix List (from Lesson 4; one per student)
- Close Readers Do These Things anchor chart (begun in Lesson 2)
- Equity sticks (class set; one per student)
- Vocabulary logs (from Lesson 4; one per student)
- Article 23 of the UDHR (from Lesson 5; one per student)
- Close Reading Note-catcher: Article 23 of the UDHR (from Lesson 5; one per student)
- Main Ideas and Summary: Article 23 of the UDHR (one per student)
- Main Ideas and Summary: Article 23 of the UDHR (example, for teacher reference)
- Strategies to Answer Selected Response Questions anchor chart (begun in Lesson 5)
- Quoting Accurately from the Text handout (from Lesson 5; one per student and one to display)
- Model Summary: Article 16 of the UDHR (one per student and one to display)
- Criteria for an Effective Summary anchor chart (new; co-created with students during Work Time B; see supporting materials)
- Criteria for an Effective Summary anchor chart (example, for teacher reference)
- Simplified version of the UDHR (from Lesson 4; one per student)
- Red, yellow, and green objects (one of each per student)
- Spanish/English Dictionary anchor chart (begun in Lesson 2; added to during Closing and Assessment)
- Working to Become Ethical People anchor chart (begun in Lesson 2)
- Experiences with Threats against Human Rights anchor chart (begun in Lesson 3; added to during Closing and Assessment)
- Structure of *Esperanza Rising* anchor chart (begun in Lesson 3; added to during Closing and Assessment; see supporting materials)
- Structure of *Esperanza Rising* anchor chart (example, for teacher reference)



Assessment

Each unit in the 3-5 Language Arts Curriculum has two standards-based assessments built in, one mid-unit assessment and one end of unit assessment. The module concludes with a performance task at the end of Unit 3 to synthesize their understanding of what they accomplished through supported, standards-based writing.

Opening

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Reviewing Homework Questions (5 minutes)</p> <ul style="list-style-type: none">• Invite students to retrieve their copies of <i>Esperanza Rising</i> and their Homework: <i>Esperanza Rising</i>: Questions about "Las Papayas."• Tell them they are going to share what they wrote with other students in the class.• Play music. Tell students to take their homework with them as they move around the room as if they were Esperanza in the chapter "Las Papayas." Invite them to think about what has happened to Esperanza and how she might feel about it, and how she might move as a result.	<ul style="list-style-type: none">• For ELLs: Be aware that some students may connect with Esperanza's experience personally or deeply. They may wish to express their thoughts and feelings in different ways. For example, whereas some may wish to move to the music, others may wish to reflect and sketch silently.• In addition to verbally describing the directions for this activity, also create a chart with each step. Additionally, select a pair of students or model with another student how to effectively participate. (MMR)



- Warn students that when you stop the music, they are going to turn to the person closest to them and share their answer to Question 1 of the homework.
- Stop the music and give students 1 minute to share. Circulate to listen as students share and refer to **Homework: *Esperanza Rising*: Questions about "Las Papayas" (example, for teacher reference)** as necessary to clarify any misconceptions.
- Repeat this process for each homework question. Each time you play the music, invite students to become a different character (e.g., Miguel).
- Refocus whole group. Invite students to turn and talk to an elbow partner, and then cold call students to share out:

"What happened in this chapter, 'Las Papayas'?" (Uncle Luis was given the land that the house is on, so he offered to either buy the house for a very low amount or to marry Esperanza's mother. She refused.)

- Ask students to turn and talk with their partner, and then select volunteers to share with the whole group:

"How do you feel about what happened? Did you think it was right or wrong? Why?" (Responses will vary, but

Opening	Meeting Students' Needs
<p><i>may include: It is wrong because Esperanza and her mother should be allowed to stay in the house that they have been living in for such a long time.)</i></p>	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Move students into pairs and invite them to label themselves A and B. • Direct students' attention to the posted learning targets and select a volunteer to read them aloud: <p><i>"I can determine the main ideas and summarize Article 23 of the Universal Declaration of Human Rights."</i></p> <p><i>"I can describe how pages 39-57 of Esperanza Rising contribute to the overall structure of the story."</i></p> <ul style="list-style-type: none"> • Remind students that they have seen the final learning target a number of times now. • Underline the words <i>main ideas</i>. • Invite students to turn and talk to their partner, and then cold call students to share out: <p><i>"What are main ideas? How are main ideas different from the gist?" (Main ideas are the main points related to the real world the author wants you to understand and take</i></p>	<ul style="list-style-type: none"> • For ELLs: Invite students to notice the similarities between the language in the first learning target and this learning target from Lesson 4: "I can find the gist and determine the meaning of unfamiliar words and phrases in Article 3 of the Universal Declaration of Human Rights." (Both use a collocation, or common grouping of words: "determine the _____ of." That means "figure out something.") • To active prior knowledge and generalize learning across lessons, refer to the Venn Diagram chart from Lesson 5 (if you made one) to describe the difference between academic and domain-specific vocabulary. (MMR)



away from reading, and the gist is what the text is mostly about.)

- Underline the word *summarize*.
- Draw a chart on the board with "Prefix," "Root," and "Suffix" in the header row.
- Remind students that a prefix is letters at the beginning of a word that change the meaning, and a suffix is letters at the end of a word that change the meaning. The root is the remaining word once you remove the prefix and suffix, and that will usually give you a clue to the meaning of the word.
- Invite students to look at the suffixes in their **Affix List** to identify the suffix on the word *summarize* and what that suffix means. Add it to the chart. Under "Root" add "summar(y) (a brief statement of the main points of something)." In the "Suffix" column, write "-ize (to make/to cause to become.)"
- Show students the word that is left without the suffix: *summar*. Tell students that this is the root and write it in the chart, as above.
- Invite students to use the Close Readers Do These Things anchor chart to determine a strategy for working out the meaning of *summar*.

- Tell students that this root often has a Y at the end--summary--and invite pairs to determine the meaning of the word using their chosen strategy and to say the definition to each other in their own words. (a brief statement of the main points of something)
- Use **equity sticks** to select students to share out and record their responses on the chart. See above.
- Confirm for students that summarizing is when you make a brief statement of the main points of something.
- Invite students to turn and talk with their partner, and then cold call students to share out:

"Is this an academic or domain-specific vocabulary word? How do you know?" (academic, because it could be applied to any topic)

- Add *summarize* to the Academic Word Wall and invite students to add translations in home languages.
- Invite students to do the same on the academic vocabulary form in the front of their **vocabulary logs**.

Work Time	Meeting Students' Needs
<p>A. Determining the Main Ideas: Article 23 of the UDHR (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to retrieve their Article 23 of the UDHR texts and their Close Reading Note-catcher: Article 23 of the UDHR. • Invite students to follow along, reading silently in their heads as you read Article 23 aloud. • Invite students to turn and talk with their partner, and then select volunteers to share out: <p><i>"What is the gist of this text? What is it mostly about?" (People have human rights in regard to work, such as fair pay and fair treatment.)</i></p> <ul style="list-style-type: none"> • Invite students to share any new words, adding any unfamiliar words to their vocabulary logs. Add any new words to the academic word wall and domain-specific word wall, and invite students to add translations in native languages. • Remind students what the main ideas of a text are: the main points related to the real world that the author wants you to understand and to take away from reading 	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with comprehension: To ensure that the general purpose of determining main ideas is transparent, cue students to problem-solve. Ask: <p><i>"Can you figure out why we want to find the main ideas?" Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: to come to a common understanding of the author's most important points, to be able to discuss those important points with others and agree, disagree, and add on.) (MMR)</i></p> <ul style="list-style-type: none"> • For ELLs and students who may need additional support with comprehension: Display and repeat the questions and answer options on the Main Ideas and Summary sheet. Rephrase them. (Example: b. Everyone has the right to be



the text. Tell students that there is often more than one idea in a text, which is why the learning target says main ideas rather than just main idea.

- Distribute and display the **Main Ideas and Summary: Article 23 of the UDHR**.
- Remind students of the strategies listed on the **Strategies to Answer Selected Response Questions anchor chart**.
- Focus students on Question 1 and tell them to cover the possible answers either with their hand or with a piece of paper. Emphasize that as they are looking for main ideas, students will underline more than one answer.
- Invite students to turn and talk:

"What are the main ideas of Article 23?"

- Invite students to uncover the answers and to underline all of the correct ones. Remind them of the answers they discussed with their partner.
- Use equity sticks to select students to share out. Refer to **Main Ideas and Summary: Article 23 of the UDHR (example, for teacher reference)** as necessary.

paid whatever they want for the work they do. > b. People must get as much money as they want for their job.) (MMR)

- For students who may need additional support with identifying the main idea of this text: Consider providing a multiple choice list of several main ideas and have students identify the correct one. Have them defend their choice with evidence from the text. (MMAE)

Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> • Focus students on Question 2 and invite them to work with their partner to choose at least one detail from the article to support each of the main ideas. • Remind students to quote accurately from the text, using the Quoting Accurately from the Text handout as needed. • Use equity sticks to select students to share out. Refer to the Main Ideas and Summary: Article 23 of the UDHR (example, for teacher reference) as necessary. • Focus students on Question 3. • Explain that they are going to look at a model summary to determine the criteria of an effective summary. 	
<p>B. Mini Lesson: Writing a Summary (20 minutes)</p> <ul style="list-style-type: none"> • Remind students that summaries briefly give us the main points of a text so we can determine whether we want or need to read it. • Distribute and display the Model Summary: Article 16 of the UDHR. • Invite students to follow along, chorally reading as you read the model aloud. 	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with comprehension: To ensure that the general purpose of summarizing is transparent, cue students to problem-solve. Ask: <i>"Can you figure out why we want to summarize?" Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: to</i>



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> • Invite students to Think-Pair-Share, leaving adequate time for each partner to think and annotate their text, to ask each other the question, and for each to share: <p><i>"What information has been included in this summary? Why?" (It introduces the article and who wrote it, the main idea, and supporting details.)</i></p> <p><i>"What information is useful to include in a summary? Why?" (an introduction to the text, the main ideas and supporting details, and a concluding sentence; these things give readers a good understanding of the text without them having to read it)</i></p> <ul style="list-style-type: none"> • If productive, cue students to expand the conversation by giving an example: <p><i>"Can you give an example?" (Responses will vary.)</i></p> <ul style="list-style-type: none"> • As students share out, capture their responses on the Criteria for an Effective Summary anchor chart. Refer to Criteria for an Effective Summary anchor chart (example, for teacher reference) and ensure that all criteria are represented on the class anchor chart. 	<p><i>come to a common understanding of the article, to provide a short version of the article to remind ourselves and others what it is about) (MMR, MME)</i></p> <ul style="list-style-type: none"> • For ELLs and students who may need additional support with comprehension: When pointing to each criterion on the Criteria for an Effective Summary anchor chart, invite students to point to the realization of each criterion in the model summary. Annotate the anchor chart and the summary with a corresponding code for each criterion, e.g., "FS" for "only a few sentences long." After students write their summary, invite them to annotate it with the anchor chart codes. If students haven't considered a particular criterion, invite them to mark a placeholder code and circle it as a reminder to revise later. (MMR) • For ELLs and students who may need additional support with writing: Invite students to say examples of simple



Work Time

- Remind students that when writing paragraphs such as a summary, they should write in complete sentences.

Using equity sticks, invite responses from the group:

"What are the components of a complete sentence?" (a subject and a predicate)

- As students share out, capture their responses on the Criteria for an Effective Summary. Refer to the Criteria for an Effective Summary anchor chart (example, for teacher reference) as necessary.
- Review what the terms *subject* and *predicate* mean (or teach them if students are unfamiliar with them).
- Remind students that a subject is the noun or noun phrase or pronoun or pronoun phrase that performs the action or that the sentence is about. (Example: Esperanza, the character from *Esperanza Rising*.)
- Remind students that a predicate is a verb or verb phrase that is the action or state of being that tells more about the subject. (Example: "Esperanza ran outside." The predicate is "ran outside.")
- Remind students that most complete, correct sentences in English must have a subject and a predicate.

Meeting Students' Needs

complete sentences. Remind them that it has to have a subject and a predicate.

(Example: "We are reading Article 23.") As they become comfortable, help them broaden their ability. (Examples: "How might you expand these sentences? What if I want to say where we are reading Article 23? What if I want to describe Article 23?" Tell students you will give them time to think and discuss with their partner. (In school, we are reading Article 23 of the UDHR, which discusses workers' rights.) (MMR, MMAE)

- For ELLs and students who may need additional support with comprehension: Review the learning targets introduced in Opening A. Ask students to give specific examples of how they worked toward achieving them in Work Times A and B. Invite students to rephrase the learning targets now that they have more experience determining the main ideas and summarizing Article 23. (MMR, MMAE)



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> • Tell students that they are now going to write a summary of Article 23. Give them 1 minute to think. Then invite partner B to orally summarize the article to partner A. Refocus whole group and have partners switch roles. • Invite students to write their summaries to answer Question 3 on their Main Ideas and Summary: Article 23 of the UDHR. Remind them to use the simplified version of the UDHR, the model summary, and the Criteria for an Effective Summary anchor chart. • Circulate to support students as they write. • Distribute red, yellow, and green objects. • Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the first learning target. Remind them that they used this protocol in Lesson 5 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol. • Guide students through the protocol using the first learning target. • Note students showing red or yellow objects so you can check in with them in the next lessons when this learning target is revisited. 	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with comprehension: As students speak and write their summaries, jot down samples of effective subject-predicate use. Also jot down one or two common errors you see (e.g., missing subject, confusing predicate-subject word order). Share each of these with the class, allowing students to take pride in the effective communication and correct the errors. (It's not necessary to identify who communicated well or who made errors. However, you might wish to pull the student aside to make it clear.) (MMR) • For students who may feel uncomfortable sharing their progress on meeting the learning targets publicly: Minimize risk by providing students with a sheet of paper on which they can select a color for each learning target in private. This provides you with useful data for future instruction



Work Time	Meeting Students' Needs
	and helps students to monitor their own learning. (MME)

Closing & Assessments

Closing	Meeting Students' Needs
<p>A. Read Aloud: "Los Higos" of <i>Esperanza Rising</i> (20 minutes)</p> <ul style="list-style-type: none"> • Invite students to retrieve their copies of <i>Esperanza Rising</i> and turn to page 39, "Los Higos." • Begin by pointing out the title of this chapter and select volunteers to share: <p><i>"What does 'Los Higos' mean in English? How do you know?" (figs; it says so underneath "Los Higos")</i></p> <ul style="list-style-type: none"> • Add Los Higos to the Spanish/English Dictionary anchor chart. • Invite students to follow along, reading silently in their heads as you read aloud pages 39-57, adding words to the Spanish/English Dictionary anchor chart as they come up. Invite Spanish speakers to 	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with comprehension and/or expressive language skills: Before reading, invite students to turn to an elbow partner and discuss how providing an informal oral summary of the first three chapters of <i>Esperanza Rising</i> should be different from the formal written summary of Article 23. Then, invite students to summarize the first three chapters of <i>Esperanza Rising</i> in 30 seconds or less. Have them share out and give them feedback on their language use and summarizing skill. (Example: The informal oral summary doesn't necessarily need quotations to support the main ideas. It can



provide the translation and to record the Spanish on the anchor chart.

- After reading, invite students to reflect on the following question by thinking, writing, or drawing. Students must be silent when they do this:

"What did this part of the story make you think about?"

- After 3 minutes, refocus whole group.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them of the habit of character recorded: respect, as some students may be sharing out things that are very personal and meaningful to them.
- Invite volunteers to share out what this part of the story made them think about. Do not force anyone to share their ideas with the group.
- As students share out, capture any threats against human rights they share on the **Experiences with Threats against Human Rights anchor chart**.

focus more on an outline of events.) (MMR), MMAE)

- For ELLs and students who may need additional support with comprehension: Mini Language Dive. Ask students about the meaning of chunks from a key sentence of this chapter of *Esperanza Rising*. Write and display student responses next to the chunks. (MMR) Example:
 - "Place your finger on this sentence: Sadness and anger tangled in Esperanza's stomach as she thought of all that she was leaving.... Read the sentence aloud as students follow along.
 - "What is the gist of this sentence?" (Responses will vary.)
 - "Place your finger on *tangled*. What is the translation of tangled in our home *languages*? What things of yours sometimes get tangled?" (*zamrsiti* in Bosnian; shoelaces, charging cords, schedules)
 - "What does it mean that *sadness and anger tangled*?" (Two somewhat different

- Focus students on the **Structure of Esperanza Rising anchor chart**. Invite them to turn and talk to their partner, and then cold call students to share out:

"What is the gist of this chapter?" (The uncles burn the house down, and Esperanza and her mother decide to go with Miguel and his family to the United States rather than attach themselves to Uncle Luis.)

"Looking at the key, where do you think this part of the story fits into the structure? Why?" (rising action; we know that more things are going to continue to happen now that Esperanza and her mother are moving away)

- Add this to the anchor chart. Refer to **Structure of Esperanza Rising anchor chart (example, for teacher reference)** as necessary.
- Invite students to turn and talk to a partner, and then use equity sticks to select students to share out:

emotions arise together to create a complicated feeling for Esperanza.)

- "What if we remove the word *tangled*? Does the sentence still make sense? Why?" Tell students you will give them time to think and discuss with their partner. (We have no verb, so we don't know what the sadness and anger did. It doesn't make sense; we need a verb.)
- "Why was Esperanza's stomach tangled with sadness and anger? What, in the text, makes you think so?" (The text says Esperanza was leaving things she loves: friends, school, her old life, Abuelita, Papa.)
- "I wonder why the author wrote the word *as*. What word can we replace *as* with in this sentence and keep the same meaning? How can we use *as* in our writing?" Tell students you will give them time to think and discuss with their partner. (*As* joins two independent clauses and signals that the author will say that the first clause/event is happening at the same time as the second clause/event. It links two complete sentences into one more sophisticated one that shows a reason. *When*. We can use *as* to join two

"How did the strategies on the Close Readers Do These Things anchor chart help you to better understand the text?" (Responses will vary.)

- Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the final learning target. Remind them that they used this protocol in Lesson 3 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol using the final learning target.
- Note students showing red or yellow objects so you can check in with them in the next lessons when this learning target is revisited.
- Repeat, inviting students to self-assess against how well they showed respect in this lesson.

independent clauses and signal that two events happened simultaneously.)

- "Can you complete this sentence with something from your life? 'Sadness and anger tangled in my stomach as ____.'" Tell students that you will give them time to think and write or sketch. Invite students to share whole group only if they wish to. (Responses will vary, but may include: Sadness and anger tangled in my stomach as my dog got sick and died.)
 - "Now what do you think is the gist of this sentence? What do you think about the ideas expressed here?" (Esperanza felt mixed negative emotions as she prepared to migrate to the U.S.)
 - "What connection can you make between your understanding of this sentence and your understanding of human rights?" (Their lives were threatened by arson--Article 1 from Lesson 4.)
- For ELLs and students who may need additional support with comprehension: Ask:

Closing	Meeting Students' Needs
	<p><i>"What is the series of conflicts and crises in this chapter leading toward climax? What do you think will happen next?" (Tio Luis burns down the house; Abuelita is injured; Mama says "yes" to Tio Luis' proposal; the family leaves their home for the U.S.)</i></p>

Homework

Homework	Meeting Students' Needs
<p>A. Reread "Los Higos" on pages 39-57 and complete <i>Esperanza Rising</i>: Questions about "Los Higos" in your Unit 1 Homework.</p> <p>B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 2. (MMAE, MMR) • For ELLs: To provide heavier support, consider providing students with the quotes that show Mama's response to Tio Luis' proposal. Invite them to explain the response and what it tells about Mama and her role in the family. Take a similar tack with the second question about Abuelita and Esperanza.

•





Lesson 7

ELA G5:M1:U1:L7

CLOSE READING: ARTICLE 17 OF THE UDHR

Daily Learning Targets

- I can answer questions about an article of the Universal Declaration of Human Rights by referring to the text.
- I can determine the main ideas and summarize an article of the Universal Declaration of Human Rights.

Ongoing Assessment

- Connections between *Esperanza Rising* and articles of the UDHR on sticky notes
- Close Reading Note-catcher: Article 17 of the UDHR

Agenda

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Reviewing Homework Questions (5 minutes)</p> <p>B. Reviewing Learning Targets (5 minutes)</p>	<p>Purpose of lesson and alignment to standards:</p> <ul style="list-style-type: none">• In this lesson, students make connections between this chapter and the UDHR, looking for evidence of threats to human rights, before digging into Article 17 of the UDHR through a guided close read.• During the close reading in Work Time B, students participate in a Language Dive conversation that guides them through the meaning of a sentence from Article 17. The conversation invites students to



Agenda	Teaching Notes
<p>2. Work Time</p> <p>A. Making Connections between the UDHR and "Los Higos" (10 minutes)</p> <p>B. Guided Close Reading: Article 17 of the UDHR (30 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Making Connections between <i>Esperanza Rising</i>, the UDHR, and the Present: <i>A Life like Mine</i> (10 minutes)</p> <p>4. Homework</p> <p>A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>unpack complex syntax--or "academic phrases"--as a necessary component of building both literacy and habits of mind. Invite students to discuss each chunk briefly, but slow down to focus on the underlined subject-predicate structure. Students can then apply their understanding of this structure as they complete future writing and speaking tasks. A consistent Language Dive routine is critical in helping all students learn how to decipher complex sentences and write their own. In addition, Language Dive conversations may hasten overall English language development for ELLs. Note that unlike the connected (but optional) Language Dive for ELLs included in the supporting materials of Lesson 8, this Language Dive is embedded in the Close Reading Guide to benefit all students.</p> <ul style="list-style-type: none"> • Many articles of the UDHR could be applied to each chapter. Students may make suggestions other than those recorded on the How Were the Human Rights of the Characters in <i>Esperanza Rising</i> Threatened? anchor chart (example, for teacher reference). • After closely reading Article 17 of the UDHR, students find the main ideas and write a summary. • At the end of the lesson, students are introduced to <i>A Life like Mine</i> by DK Publishing and make connections between that text and <i>Esperanza</i> in <i>Esperanza Rising</i>. The purpose of this text is to help students understand that home means different things to different people.



Agenda	Teaching Notes
<p>B. For ELLs: Complete Language Dive Practice I in your Unit 1 Homework.</p>	<ul style="list-style-type: none"> • Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation. Refer to the Lesson 3 Teaching Notes and see the Tools page for additional information on Conversation Cues. • Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads Article 17 of the UDHR aloud during Work Time B. • The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to human rights. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it. <p>How it builds on previous work:</p> <ul style="list-style-type: none"> • In the previous lesson, students read pages 38-57, "Los Higos," of <i>Esperanza Rising</i>. In this lesson, they make connections between this chapter and the UDHR and closely read Article 17 to identify the main ideas and write a summary. <p>Areas in which students may need additional support:</p> <ul style="list-style-type: none"> • Students may need additional support with writing a summary. Consider placing those who will need additional support in one group to receive teacher support.



Agenda	Teaching Notes
	<p>Assessment guidance:</p> <ul style="list-style-type: none"> • Review student summaries after the lesson to check whether they are on the right track. Use common issues as teaching points for the whole group in the next lesson. • Collect homework from Lesson 6: <i>Esperanza Rising</i>: Questions about "Los Higos." <p>Down the road:</p> <ul style="list-style-type: none"> • In the next lesson, students will read the next chapter of <i>Esperanza Rising</i>, "Las Guayabas," and then closely read another article of the UDHR to identify the main ideas and to summarize it.

In Advance

- Strategically pair students for work in this lesson, with at least one strong reader per pair.
- Prepare:
 - Technology necessary to play "The Right to Ownership" for the whole group.
 - Sentence strip chunks for use during the close reading (see supporting materials).
 - Consider providing students with a Language Dive log inside a folder to track Language Dive sentences and structures and collate Language Dive note-catchers.



- Review:
 - Preview the Close Reading Guide: Article 17 of the UDHR to familiarize yourself with what will be required of students.
 - Thumb-O-Meter protocol (see Classroom Protocols).
- Post: Learning targets, How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart, Close Readers Do These Things anchor chart, and Strategies to Answer Selected Response Questions anchor chart.

Tech and Multimedia

- Work Time B: "The Right to Ownership." Video. *Youth for Human Rights*. Youth for Human Rights, n.d. Web. 20 Apr. 2016.
- Work Time B: For students who will benefit from hearing the texts read aloud multiple times, consider using a text-to-speech tool like Natural Reader, SpeakIt! for Google Chrome, or the Safari reader. Note that to use a web-based text-to-speech tool like SpeakIt! or Safari reader, you will need to create an online doc, such as a Google Doc, containing the text.
- Work Time B: Students complete their note-catchers in a word processing document--for example, a Google Doc--using Speech to Text facilities activated on devices or using an app or software such as Dictation.io.

Supporting English Language Learners

Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing time during a close read to investigate the language of Article 17 of the UDHR. Students also expand their interaction around human rights connections by discussing *Esperanza Rising* and the UDHR in the light of a simpler, illustrated text, *A Life like Mine*.



- ELLs may find it challenging to complete the complex close read in the amount of time allotted. Consider focusing on fewer sections of Article 17--for example, just Sections 1 and 2 (see "Levels of support" below and Meeting Students' Needs column).

Levels of support

For lighter support:

- Invite a student to paraphrase the key points of Article 17 in more comprehensible language for those who need heavier support.
- Encourage students to identify sentences with redundant information that could be condensed in their summaries. (Example: *Article 17 discusses property. It says that we have the right to own things. > Article 17 protects our ownership of property.*)
- Invite students to read one another's summary and evaluate how well their partner has used evidence to support the main idea. Encourage them to suggest stronger quotes where appropriate.

For heavier support:

- In Opening A, consider practicing a discussion of at least the first homework question with students beforehand.
- During the reading of *Esperanza Rising* and *A Life like Mine*, as well as the close reading of Article 17, stop often to check for comprehension. Dictate key sentences for students to recite so that they practice using verbal language. Encourage students to act out and sketch key sentences.
- Transform the investigation of the How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart into a kinesthetic activity. Copy the new cells of the anchor chart onto separate cards or sticky notes. Students can paste the cards into the correct location on the anchor chart.
- In Work Time B, prepare a close version of a model summary for students to complete. For additional support, provide a word bank consisting of the words and phrases you omitted from the cloze version.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Throughout this unit, students make connections between *Esperanza Rising* and the UDHR. To support comprehension and make your expectations explicit, provide multiple representations of this connection. For instance, whenever a learning support requires making a connection between the two texts, provide a symbol, word, or phrase that shows the connection (see the Meeting Students' Needs column).
- **Multiple Means of Action and Expression (MMAE):** Students who may need additional support with reading can benefit from engaging with the unfamiliar text in different ways. Consider highlighting key portions of the text and asking students to identify how they are examples of threats to human rights. This way, students will not get bogged down excavating the text as a hindrance to increased comprehension.
- **Multiple Means of Engagement (MME):** In the Opening, students share their homework responses from the previous day. Help to make an inclusive and supportive classroom environment by telling students that it is okay if they have different answers. They are working in a triad to combine their ideas to make them even richer and more complex.

Vocabulary

Key: Lesson-Specific Vocabulary (L); Text-Specific Vocabulary (T); Vocabulary Used in Writing (W)

- threatened (L)
- association, arbitrarily, deprived (T)

Materials

- *Esperanza Rising* (from Lesson 2; one per student)
- Homework: *Esperanza Rising*: Questions about "Los Higos" (one per student)
- Homework: *Esperanza Rising*: Questions about "Los Higos" (example, for teacher reference)



- Simplified version of the UDHR (from Lesson 4; one per student)
 - How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (begun in Lesson 4)
 - How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (example, for teacher reference)
 - Sticky notes (three per student)
 - Quoting Accurately from the Text handout (from Lesson 5; one per student and one to display)
 - "The Right to Ownership" (video; play in entirety; see Teaching Notes)
 - Article 17 of the UDHR (one per student)
 - Close Reading Guide: Article 17 of the UDHR (for teacher reference)
- Close Reading Note-catcher: Article 17 of the UDHR (one per student)
 - Close Reading Note-catcher: Article 17 of the UDHR (example, for teacher reference)
 - Sentence strip chunks (one to display)
 - Blue and red markers (one of each per student)
 - Close Readers Do These Things anchor chart (begun in Lesson 2)
 - Strategies to Answer Selected Response Questions anchor chart (begun in Lesson 5)
 - Criteria for an Effective Summary anchor chart (begun in Lesson 6)
 - Model Summary: Article 16 of the UDHR (from Lesson 6; one per student)
- Vocabulary logs (from Lesson 3; one per student and one to display)
 - Academic Word Wall (begun in Lesson 1)
 - Domain-Specific Word Wall (begun in Lesson 3)
 - *A Life like Mine* (one for teacher read-aloud)



Assessment

Each unit in the 3-5 Language Arts Curriculum has two standards-based assessments built in, one mid-unit assessment and one end of unit assessment. The module concludes with a performance task at the end of Unit 3 to synthesize their understanding of what they accomplished through supported, standards-based writing.

Opening

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Reviewing Homework Questions (5 minutes)</p> <ul style="list-style-type: none">• Invite students to get into triads and label themselves A, B, and C.• Invite students to retrieve their copies of <i>Esperanza Rising</i> and their Homework: <i>Esperanza Rising</i> Questions about "Los Higos."• Tell them they are going to share what they wrote with their triad.• Focus students on the first question and invite partner A to share answers with triads first, then partner B, then partner C.• Repeat with each question, each time asking a different student to go first.	<ul style="list-style-type: none">• For students who may need additional support with expressive language: To reduce anxiety about sharing in public and to benefit from peer models, have them answer their questions second or third in the triad. (MMAE, MME)• Remind students that they may have different answers and that is okay. They are working with their partners to put their heads together to find the best answer. (MME)



Opening	Meeting Students' Needs
<ul style="list-style-type: none"> • Circulate to support students as they share. Refer to Homework: <i>Esperanza Rising</i>: Questions about "Los Higos" (example, for teacher reference) as necessary to clarify any misconceptions. • Refocus whole group. Invite students to turn and talk with their triad, and then cold call students to share out: <p><i>"What happened in this chapter, 'Los Higos'?" (Esperanza's house was burned down, and she and her mother decided to move to the United States with Miguel and his family.)</i></p> <p><i>"How do you feel about what happened? Did you think it was right or wrong? Why?" (Responses may vary, but may include: It is wrong that Esperanza's house was burned to the ground, and also it was very dangerous, as they could have been killed.)</i></p>	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Move students into pairs and invite them to label themselves A and B. • Direct students' attention to the posted learning targets and select a volunteer to read them aloud: 	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with memory: Invite students to recall how they referred to the text to answer a question about Article 23 in Lesson 5. (MMR) • Provide differentiated mentors by purposefully pre-selecting student



Opening	Meeting Students' Needs
<p><i>"I can answer questions about an article of the Universal Declaration of Human Rights by referring to the text."</i></p> <p><i>"I can determine the main ideas and summarize an article of the Universal Declaration of Human Rights."</i></p> <ul style="list-style-type: none"> Tell students that in this lesson they will make connections between "Los Higos" and the UDHR, and then dig into an article of the UDHR that is connected to this chapter of <i>Esperanza Rising</i>. Tell students that the article is not numbered in these learning targets so as not to give it away before they have had a chance to make connections themselves. 	<p>partnerships. Consider meeting with students in advance to coach them to share their thought process with their partner. (MMAE)</p>

Work Time

Work Time	Meeting Students' Needs
<p>A. Making Connections between the UDHR and "Los Higos" (10 minutes)</p> <ul style="list-style-type: none"> Invite students to retrieve their simplified version of the UDHR. Post the following question and tell students they are going to have 5 minutes to work with their 	<ul style="list-style-type: none"> For ELLs and students who may need additional support with comprehension: To provide heavier support, when a learning target requires students to make connections between <i>Esperanza Rising</i> and the UDHR,



Work Time	Meeting Students' Needs
<p>partner to look over the simplified UDHR text and "Los Higos" in <i>Esperanza Rising</i> and answer this question:</p> <p><i>"Which human rights have been threatened in 'Los Higos'?"</i></p> <ul style="list-style-type: none"> • Focus students on the How Were the Human Rights of the Characters in <i>Esperanza Rising</i> Threatened? anchor chart. • Remind them what the word threatened means. • Tell students that when they find an instance of this, they need to record the number of the article that it goes against on a sticky note and stick it in their book to remind them. • Distribute sticky notes. • After 5 minutes, refocus whole group. Invite students to retrieve their Quoting Accurately from the Text handout and quickly review it. • Cold call students to share out. Encourage them to provide you with accurate quotes from the text. As students share out, capture their responses on the anchor chart. Refer to How Were the Human Rights of the Characters in <i>Esperanza</i> 	<p>display a note that symbolizes the learning target and say the learning target. Example:</p> <ul style="list-style-type: none"> ○ "Los Higos" <-> Articles 3, 17 (MMR) • For ELLs and students who may need additional support with reading: Consider marking key sections of the chapter and asking students why these sections illustrate threats to human rights. (MMR, MMAE)



Work Time	Meeting Students' Needs
<p><i>Rising Threatened?</i> anchor chart (example, for teacher reference) as necessary.</p>	
<p>B. Guided Close Reading: Article 17 of the UDHR (30 minutes)</p> <ul style="list-style-type: none"> • Read page 43 from "Mama, Abuelita, and Esperanza ..." to "... uncles had arranged the fire" while students read along silently in their heads. • Ensure students understand that in this chapter, Esperanza's house is deliberately burned down and that this threatens human rights and goes against many of the articles of the UDHR. • Play the video "The Right to Ownership." • Invite students to turn and talk to their partner, and then cold call students to share out: <p><i>"From this video, what do you think you will see in this article of the Universal Declaration of Human Rights?" (Responses will vary, but may include: having the right to own your own things.)</i></p>	<ul style="list-style-type: none"> • For ELLs: Consider continuing with home language groups and inviting students to watch the video or read the text in one of the many home languages provided at the Youth for Human Rights website. • For ELLs and students who may need additional support with comprehension: In preparation for the Mid-Unit 1 Assessment, remind students of the strategies for reading unfamiliar texts introduced in Lesson 1. Invite them to notice parallels between the strategies and the close reading process. Ask them to discuss which strategies are most helpful to them and why. (Example: One strategy is to chunk the text into manageable amounts; the close reading takes Article 17 chunk by chunk.) (MMR) • For ELLs and students who may need additional support with memory and/or writing: In preparation for the Mid-Unit 1 Assessment, invite students to use the summary paragraph



Work Time

"The video shows things people own. What are some things that you own?" (Responses will vary, but may include: clothing, pencils, food.)

- Distribute and display **Article 17 of the UDHR**.
- Distribute **Close Reading Note-catcher: Article 17 of the UDHR**.
- Guide students through the **Close Reading Guide: Article 17 of the UDHR (for teacher reference)**. Refer to the guide for how to integrate the following:
 - Close Reading Note-catcher: Article 17 of the UDHR
 - **Close Reading Note-catcher: Article 17 of the UDHR (example, for teacher reference)**
 - **Sentence strip chunks**
 - **Blue and red markers**
 - **Close Readers Do These Things anchor chart**
 - **Strategies to Answer Selected Response Questions anchor chart**

Meeting Students' Needs

frame they worked with in Lesson 6 and add a phrase bank for Article 17. Remind them to recall the writing errors they discussed in Lesson 6 and try to avoid them here. (MMR)



- **Criteria for an Effective Summary anchor chart**
 - Quoting Accurately from the Text handout
 - **Model Summary: Article 16 of the UDHR**
- Invite students to add any new words to their **vocabulary logs**, add to the **academic word wall** and **domain-specific word wall**, and invite students to add translations in native languages.
 - Refocus whole group and remind students that the Universal Declaration of Human Rights is also something we should follow in our behavior and actions toward one another, as we should all respect each other's human rights. Ask students to turn and talk with their partner, and then cold call students to share their responses with the whole group:

*"From watching the video and reading this article, what have you learned about how to treat others?"
(It isn't right to take someone's things away from them without good reason.)*

Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> • If productive, cue students to clarify the conversation by confirming what they mean: <i>"So, do you mean _____?" (Responses will vary.)</i> • Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their progress toward the learning targets. Remind them that they used this protocol in Lesson 4 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol. • Guide students through the Thumb-O-Meter protocol using the first learning target. Scan the responses and make a note of students who may need more support with this moving forward. • Repeat this process with the second learning target. 	



Closing	Meeting Students' Needs
<p>A. Making Connections between <i>Esperanza Rising</i>, the UDHR, and the Present: <i>A Life like Mine</i> (10 minutes)</p> <ul style="list-style-type: none"> • Refocus whole group. • Show students the cover of <i>A Life like Mine</i>. Tell them that this book is based on a set of rights, like the Universal Declaration of Human Rights, that were written especially for children. It is called the Convention on the Rights of the Child. • Tell students that they will read parts of this book as they become relevant through the events in <i>Esperanza Rising</i>. • Display page 26 and invite students to follow along, chorally reading with you as you read pages 26-29 aloud. • Invite students to Think-Pair-Share, leaving adequate time for partners to think, to ask each other the question, and share: 	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with reading: To provide heavier support, point to the parts of the pictures in <i>A Life like Mine</i> as you read the corresponding words. Invite students to repeat the words after you. (MMR)



Closing	Meeting Students' Needs
<p><i>"What are these pages about?" (Student responses may vary, but could include that they're about different kinds of homes.)</i></p> <p><i>"What connections can you make between what we just read in this book and the events in Esperanza Rising?" (Esperanza no longer has a home because it has been burned down.)</i></p> <p><i>"How did the strategies on the Close Readers Do These Things anchor chart help you to better understand the text?" (Responses will vary.)</i></p> <ul style="list-style-type: none"> • If productive, cue students to clarify the conversation by confirming what they mean: <p><i>"So, do you mean _____?" (Responses will vary.)</i></p>	

Homework

Homework	Meeting Students' Needs
<p>A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with reading and writing: Refer to the



Homework	Meeting Students' Needs
<p>B. For ELLs: Complete Language Dive Practice I in your Unit 1 Homework.</p>	<p>suggested homework support in Lesson 2. (MMAE, MMR)</p>

-





Lesson 8

ELA G5:M1:U1:L8

CLOSE READING: "LAS GUAYABAS" AND ARTICLE 2 OF THE UDHR

Daily Learning Targets

- I can describe how pages 58-80 of *Esperanza Rising* contribute to the overall structure of the story.
- I can determine the main ideas and summarize an article of the Universal Declaration of Human Rights.

Ongoing Assessment

- Connections between *Esperanza Rising* and articles of the UDHR on sticky notes
- Close Reading Note-catcher: Article 2 of the UDHR

Agenda

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Reviewing Learning Targets (5 minutes)</p> <p>B. Engaging the Reader: "Las Guayabas" of <i>Esperanza Rising</i> (20 minutes)</p>	<p>Purpose of lesson and alignment to standards:</p> <ul style="list-style-type: none">• In this lesson, students read the next chapter of <i>Esperanza Rising</i>, "Las Guayabas," and analyze how the chapter fits into the overall structure of the text. They then make connections between this chapter and the UDHR, looking for evidence of threats to human rights, before digging into Article 2 of the UDHR through a close read.



Agenda	Teaching Notes
<p>2. Work Time</p> <p>A. Making Connections between the UDHR and "Las Guayabas" (10 minutes)</p> <p>B. Triad Close Reading: Article 2 of the UDHR (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Whole Group Share (5 minutes)</p> <p>4. Homework</p> <p>A. Reread "Las Guayabas" on pages 58-80 and complete <i>Esperanza Rising</i>: Questions about "Las Guayabas" in your Unit 1 Homework.</p> <p>B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p> <p>C. For ELLs: Complete Language Dive Practice II in your Unit 1 Homework.</p>	<ul style="list-style-type: none"> • Rather than participating in a guided close read during Work Time B, students work in triads to closely read and answer questions about the article. This is gradual release in preparation for the mid-unit assessment in the next lesson. After closely reading Article 2 of the UDHR, students find the main ideas and write a summary. • The lesson is written for "Las Guayabas" to be a teacher read-aloud, but this can be organized in different ways to meet the needs of your students. For example, students could read the chapter in pairs or triads, taking turns to read, with a teacher-led smaller group of students who need additional support. • Many articles of the UDHR could be applied to each chapter. Students may make suggestions other than those recorded on the How Were the Human Rights of the Characters in <i>Esperanza Rising</i> Threatened? anchor chart (example, for teacher reference). • Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation. • In this lesson, the habit of character focus is on working to become an ethical person. The characteristic that students practice is respect, as volunteers share out personal reflections on what happened in <i>Esperanza Rising</i>.



- Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads "Las Guayabas" from *Esperanza Rising* during Opening B and Article 2 of the UDHR during Work Time B.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to human rights. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- In the previous lesson, students read "Los Higos" in *Esperanza Rising* and closely read Article 17 with teacher guidance to identify the main ideas and write a summary. In this lesson, they read the next chapter of *Esperanza Rising*, "Las Guayabas," and closely read Article 2 in triads, without teacher guidance, to identify the main ideas and write a summary.

Areas in which students may need additional support:

Agenda	Teaching Notes
	<ul style="list-style-type: none"> • Students may need additional support with writing a summary. Consider working in a small group with those who need additional support. <p>Assessment guidance:</p> <ul style="list-style-type: none"> • Review student note-catchers after the lesson to check whether they are on the right track toward the assessment in the next lesson. If a lot of students are a long way from being able to write a summary similar to the sample response, consider adding a lesson of additional instruction before the assessment. • Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist as students read <i>Esperanza Rising</i> in Opening B. Refer to the Writing Rubrics and Checklists - Grades K-5 documents on the Tools page. • Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 5) as students read <i>Esperanza Rising</i> in Opening B. Refer to the Writing Rubrics and Checklists - Grades K-5 documents on the Tools page. • Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during



Agenda	Teaching Notes
	<p>students' triad close reading in Work Time B. Refer to the Writing Rubrics and Checklists - Grades K-5 documents on the Tools page.</p> <ul style="list-style-type: none"> • For ELLs: Collect Language Dive Practice I homework from Lesson 7 for assessment. <p>Down the road:</p> <ul style="list-style-type: none"> • In the next lesson, students will complete the Mid-Unit 1 Assessment, during which they will closely read Article 13 of the UDHR to answer questions about vocabulary and main ideas and to write a summary.

In Advance

- Strategically group students into triads for work during this lesson, with at least one strong reader per triad.
- Prepare the technology necessary to play the video "Don't Discriminate" in Work Time B (see Technology and Multimedia).
- Preview the Close Reading Note-catcher: Article 2 of the UDHR to familiarize yourself with what will be required of students.
- Review the Red Light, Green Light protocol (see Classroom Protocols).
- Post: Learning targets and applicable anchor charts (see the materials list).



- Work Time B: "Don't Discriminate." Video. *Youth for Human Rights*. Youth for Human Rights, n.d. Web. 18 Apr. 2016.
- Work Time B: For students who will benefit from hearing the texts read aloud multiple times, consider using a text-to-speech tool like **Natural Reader**, **SpeakIt!** for Google Chrome, or the Safari reader. Note that to use a web-based text-to-speech tool like **SpeakIt!** or Safari reader, you will need to create an online doc, such as a Google Doc, containing the text.
- Work Time B: Students complete their note-catchers in a word-processing document--for example a Google Doc--using Speech to Text facilities activated on devices or using an app or software such as **Dictation.io**.

Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing them with the opportunity to put the entire reading routine together before demonstrating their skills on the Mid-Unit 1 Assessment in the next lesson. They reflect on the sensitive events in *Esperanza Rising*, read the simplified version of Article 2 of the UDHR, complete their first peer close reading to investigate the language of Article 2, and then make connections between the article and *Esperanza Rising*.
- ELLs may find it challenging to complete the complex close read in the amount of time allotted and without teacher guidance (see "Levels of support" and Meeting Students' Needs column).
- In Work Time B, ELLs are invited to participate in the second of a series of two connected Language Dive conversations (optional). The conversation invites students to unpack complex syntax--or "academic phrases"--as a necessary component of building both literacy and habits of mind. This second conversation focuses on a similar sentence from Article 2 to reinforce the subject-predicate structure introduced and practiced in Lessons 6-7. Students may draw on their understanding of the content and structure of this sentence as they complete future writing and speaking tasks. A consistent Language Dive routine is critical in helping all students learn how to decipher complex sentences and write their own. In addition, Language Dive



conversations may hasten overall English language development for ELLs. Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting materials). Select from the questions and goals provided to best meet your students' needs. Prepare the sentence strip chunks for use during the Language Dive (see supporting materials). Consider providing students with a Language Dive log inside a folder to track Language Dive sentences and structures and collate Language Dive note-catchers.

Levels of support

For lighter support:

- Invite a student to paraphrase the key points of pages 58-80 of *Esperanza Rising* and Article 2 in more comprehensible language for those who need heavier support.
- Invite students to read one another's summary and evaluate how well their partner has used evidence to support the main idea. Encourage them to suggest stronger quotes where appropriate.
- Encourage students to identify sentences with redundant information that could be condensed in their summaries. (Example: There are a few main ideas in Article 2. One main idea is that everyone is entitled to these rights. You are entitled to them no matter what you look like or believe. > One of the main ideas of this article is that no matter what you look like or what you believe, you are entitled to these rights.)
- Encourage students to add to the graphic organizer they began in Lesson 2 to track (and illustrate) the main events in pages 58-80 of *Esperanza Rising* against the structure of the story. Ask them how they might incorporate Article 2 from this lesson. Invite them to explain this graphic organizer to students who need heavier support.

For heavier support:



- Consider adding information to the Close Reading Note-catcher: Article 2 of the UDHR. Examples: Provide the relevant quote to help students respond to #2 or one of the supporting details for #8. (Students will complete a similar task on the Mid-Unit 1 Assessment.) Prepare a cloze version of the summary sample response for students to complete.
- During the reading of *Esperanza Rising*, stop often to check for comprehension. Dictate key sentences for students to recite so that they practice using verbal language. Encourage students to act out and sketch key sentences.
- Transform the investigation of the How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart into a kinesthetic activity. Copy the new cells of the anchor chart onto separate cards or sticky notes. Students can paste the cards into the correct location on the anchor chart.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Because each lesson builds on comprehension that is established in previous lessons, provide opportunities for students who need additional support with memory to engage with the text in multiple ways. For instance, have students summarize with a partner the reading from the previous lesson. Additionally, prepare scaffolded questions to review with students the rising action you have already covered in the text.
- **Multiple Means of Action and Expression (MMAE):** Students who may need additional supports with reading can benefit from engaging with the unfamiliar text in different ways. Consider pre-selecting important sentences or chunks from this section of the text or preparing scaffolded questions to help support comprehension (see Meeting Students' Needs). Also consider highlighting key portions of the text and asking students to identify how they are examples of threats to human rights. This way, students will not get bogged down excavating the text as a hindrance to increased comprehension.
- **Multiple Means of Engagement (MME):** Throughout this unit, students reflect and evaluate their own progress toward their learning goals. This is an important practice for students to monitor their own learning. However, some students may feel threatened by the public nature of this evaluation. Consider offering choice about how students report their progress, including a non-public method that is only for the teacher (see Meeting Students' Needs).



Vocabulary

Key: Lesson-Specific Vocabulary (L); Text-Specific Vocabulary (T); Vocabulary Used in Writing (W)

- entitled, set forth, jurisdictional, international status, trust, non-self-governing, limitation of sovereignty, distinction (T)

Materials

- Esperanza Rising* (from Lesson 2; one per student)
- Spanish/English Dictionary anchor chart (begun in Lesson 2)
- Working to Become Ethical People anchor chart (begun in Lesson 2)
- Experiences with Threats against Human Rights anchor chart (begun in Lesson 2; added to during Opening B)
- Structure of *Esperanza Rising* anchor chart (begun in Lesson 2; added to during Opening B; see supporting materials)
- Structure of *Esperanza Rising* anchor chart (example, for teacher reference)
- Red, yellow, and green objects (one of each per student)
- Simplified version of the UDHR (from Lesson 4; one per student)
- How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (begun in Lesson 4; added to during Work Time A; see supporting materials)
- How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (example, for teacher reference)
- Sticky notes (three per student)
- Quoting Accurately from the Text handout (from Lesson 5; one per student and one to display)
- "Don't Discriminate" (video; play in entirety; see Teaching Notes)
- Close Reading Note-catcher: Article 2 of the UDHR (one per student and one to display)

- o Affix List (from Lesson 4; one per student)



- Close Readers Do These Things anchor chart (begun in Lesson 2)
 - Strategies to Answer Selected Response Questions anchor chart (begun in Lesson 5)
 - Criteria for an Effective Summary anchor chart (begun in Lesson 6)
 - Model Summary: Article 16 of the UDHR (from Lesson 6; one per student)
 - Close Reading Note-catcher: Article 2 of the UDHR (example, for teacher reference)
- Vocabulary logs (from Lesson 3; one per student)
 - Academic Word Wall (begun in Lesson 1)
 - Domain-Specific Word Wall (begun in Lesson 3)
 - Language Dive Guide: Article 2 of the UDHR (optional; for ELLs; for teacher reference)
- Sentence Strip Chunks: Article 2 of the UDHR (optional; for ELLs; one to display)
 - Blue and red markers (one of each per student)
 - Language Dive Note-catcher: Article 2 of the UDHR (optional; for ELLs; one per student and one to display)

Assessment

Each unit in the 3-5 Language Arts Curriculum has two standards-based assessments built in, one mid-unit assessment and one end of unit assessment. The module concludes with a performance task at the end of Unit 3 to synthesize their understanding of what they accomplished through supported, standards-based writing.



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Move students into triads and invite them to label themselves A, B, and C. • Direct students' attention to the posted learning targets and select a volunteer to read them aloud: <p><i>"I can describe how pages 58-80 of Esperanza Rising contribute to the overall structure of the story."</i></p> <p><i>"I can determine the main ideas and summarize an article of the Universal Declaration of Human Rights."</i></p> <ul style="list-style-type: none"> • Tell students that in this lesson they will read "Las Guayabas," a chapter of <i>Esperanza Rising</i>; analyze how the chapter fits into the overall structure of the story; and then make connections with the UDHR. 	<ul style="list-style-type: none"> • To activate students' prior knowledge, refer to the Structure of <i>Esperanza Rising</i> anchor chart. (MMR) • To help students generalize across lessons, remind them how they have already worked on the skills of finding the main idea and summarizing in previous lessons. (MMR)

B. Engaging the Reader: "Las Guayabas" of *Esperanza Rising* (20 minutes)

- Invite students to retrieve their copies of *Esperanza Rising* and turn to page 58, "Las Guayabas."
- Begin by pointing out the title of this chapter and select volunteers to share what "Las Guayabas" means in English and how they know. (guavas; it says so underneath "Las Guayabas")
- Add Las Guayabas to the **Spanish/English Dictionary anchor chart**.
- Invite students to follow along, reading silently in their heads as you read aloud pages 58-80, adding words to the Spanish/English Dictionary anchor chart as they come up. Invite Spanish speakers to provide the translation and to record the Spanish on the anchor chart.
- After reading, invite students to reflect on the following question by thinking, writing, or drawing. Students must be silent when they do this:

- For ELLs and students who may need additional support with memory: Before reading, invite students to summarize the first four chapters of *Esperanza Rising* in 1 minute or less (with feedback) and then again in 30 seconds or less with a triad. (MMR)
- For ELLs and students who may need additional support with comprehension: Mini Language Dive. Ask students about the meaning of chunks from a key sentence of this chapter of *Esperanza Rising*. Write and display student responses next to the chunks. (MMR, MMAE)
Example:
 - "Place your finger on this sentence: Those with Spanish blood, who have the fairest complexions in the land, are the wealthiest. Read the sentence aloud as students follow along.
 - "What is the gist of this sentence?" (Responses will vary.)
 - "Place your finger on *fairest complexions*. What is the translation of *complexions* in our home languages? What might be the meaning of *fairest* complexion? Who has a fair complexion

Opening

"What did this part of the story make you think about?"

- After 3 minutes, refocus whole group.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them of the habit of character recorded: respect, as some students may be sharing out things that are very personal and meaningful to them.
- Invite volunteers to share out what this part of the story made them think about. Do not force anyone to share their ideas with the group.
- As students share out, capture any threats against human rights they share on the **Experiences with Threats against Human Rights anchor chart**.
- Focus students on the **Structure of Esperanza Rising anchor chart**. Ask them to turn and talk to their triad, and then cold call students to share with the whole group:

"What is the gist of this chapter?" (*Esperanza and her mother secretly leave to go to the United States, first hiding in a wagon and then on a train.*)

Meeting Students' Needs

in *Esperanza Rising*?" (*la tez* in Spanish; lightest color skin; Esperanza)

- "Place your finger on *Spanish blood*. What does Miguel mean? Do you know what your blood is?" (Miguel means people whose ancestors originally immigrated to Mexico from Spain.)
- "Where does Miguel say that people with the fairest complexions originally immigrated from? What, in the sentence, makes you think so?" (Spain; the sentence talks about people with Spanish blood)
- "Place your finger on the *-est* ending in *fairest*. Can you find another word in this sentence with an ending that matches *fairest*? I wonder why the author added *-est* to these words. Who do you think is the wealthiest person in the United States?" (wealthiest; *-est* means *most* and can be added to many one- or two-syllable words; Bill Gates)
- "Why does Miguel think that the people with the lightest skin also have the most money? What do you think about this?" Tell students that you will give them time to think and write or sketch. Invite students to share out if they feel



Opening

"Looking at the key, where do you think this part of the story fits into the structure? Why?" (rising action; we know that more things are going to happen to Esperanza and her mother because they have only just started on their journey to the United States)

- Add this to the anchor chart. Refer to **Structure of Esperanza Rising anchor chart (example, for teacher reference)** as necessary.
- Distribute **red, yellow, and green objects**.
- Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the first learning target. Remind them that they used this protocol in Lesson 6 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol using the first learning target.

Meeting Students' Needs

comfortable. (There was deliberate racism or institutionalized racism or both in Mexico, so people with the lightest skin either forcibly took wealth or were given better opportunities or both.)

- "Can you complete this sentence with something from your life? 'Those with _____ are the kindest.'" Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: the happiest lives.)
- "Now what do you think is the gist of this sentence? What do you think about the ideas expressed here?" (If you have the lightest skin, you also have the most money.)
- "What connection can you make between your understanding of this sentence and your understanding of human rights?" (Esperanza is discriminating against the beggar because the beggar has little money to buy food--Article 2 from Lesson 4.)

Opening	Meeting Students' Needs
<ul style="list-style-type: none"> Note students showing red or yellow objects so you can check in with them in the next lessons when this learning target is revisited. 	<ul style="list-style-type: none"> For ELLs and students who may need additional support with comprehension: Ask: <i>"What is the series of conflicts and crises in this chapter leading toward climax? What do you think will happen next?" (The families escape in the wagon; they transfer to the train; they encounter a beggar who brings Esperanza face-to-face with her own bias.) (MMR)</i>

Work Time

Work Time	Meeting Students' Needs
<p>A. Making Connections between the UDHR and "Las Guayabas" (10 minutes)</p> <ul style="list-style-type: none"> Invite students to retrieve their simplified version of the UDHR. Post the following question and tell students they are going to have 5 minutes to work with their triad to look over the simplified UDHR text and "Las Guayabas" in <i>Esperanza Rising</i> and answer the question: 	<ul style="list-style-type: none"> For ELLs and students who may need additional support with reading: To provide heavier support, when a learning target requires students to make connections between <i>Esperanza Rising</i> and the UDHR, display a note that symbolizes the learning target and say the learning target. Example:



Work Time	Meeting Students' Needs
<p><i>"Which human rights have been threatened in 'Los Higos'?"</i></p> <ul style="list-style-type: none"> • Focus students on the How Were the Human Rights of the Characters in <i>Esperanza Rising</i> Threatened? anchor chart. • Remind students what the word <i>threatened</i> means. • Tell students that when they find an instance of this, they need to record the number of the article that it goes against on a sticky note and stick it in their book to remind them. • Distribute sticky notes. • After 5 minutes, refocus whole group. Invite students to retrieve their Quoting Accurately from the Text handout and quickly review it. • Cold call students to share out. Encourage them to provide you with accurate quotes from the text. As students share out, capture their responses on the anchor chart. Refer to How Were the Human Rights of the Characters in <i>Esperanza Rising</i> Threatened? anchor chart (example, for teacher reference) as necessary. 	<ul style="list-style-type: none"> ○ "Los Guayabas" <-> Article 2 (MMR, MMAE) • For ELLs and students who may need additional support with comprehension: Consider marking key sections of the chapter and asking students why these sections illustrate threats to human rights. (MMAE)



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> If productive, cue students to expand the conversation by saying more: <p><i>"Can you say more about that?" (Responses will vary.)</i></p>	
<p>B. Triad Close Reading: Article 2 of the UDHR (20 minutes)</p> <ul style="list-style-type: none"> Reread page 79 from "Miguel looked at Esperanza" to the end of the page as students read along silently in their heads. Ensure students understand that in this chapter, when they see the woman begging, Miguel explains that people are treated differently according to where they come from. Those people who are from Spain or whose relatives are from Spain and have fairer skin are the wealthiest. Play the video "Don't Discriminate." Invite students to turn and talk to their triad, and then cold call students to share out: <p><i>"From this video, what do you think you will see in this article of the Universal Declaration of Human Rights? Why?" (Responses will vary, but may</i></p>	<ul style="list-style-type: none"> For ELLs: During or after Work Time B, lead students through Language Dive: Article 2 of the UDHR. Refer to the Language Dive Guide: Article 2 of the UDHR (for teacher reference) for how to integrate the sentence strip chunks, blue and red markers, and Language Dive Note-catcher: Article 2 of the UDHR. For ELLs and students who may need additional support with memory: In preparation for the Mid-Unit 1 Assessment, remind students of the strategies for reading unfamiliar texts introduced in Lesson 1. Invite them to notice parallels between the strategies and the close reading process. Ask them to discuss which strategies are most helpful to them and why. (MMR)



Work Time	Meeting Students' Needs
<p><i>include: Don't choose people based on their size or on the color of their skin, as the boy in the video is smaller than the others and has different-colored skin.)</i></p> <ul style="list-style-type: none"> • Display and distribute Close Reading Note-catcher: Article 2 of the UDHR. Invite students to follow along, reading silently in their heads as you read aloud Article 2 of the UDHR. Tell students that in this lesson, rather than you guiding them to closely read, they will be working in triads to read the text closely themselves and complete their close reading note-catcher. • Remind students to use the following resources as needed: <ul style="list-style-type: none"> ○ Affix List ○ Close Readers Do These Things anchor chart ○ Strategies to Answer Selected Response Questions anchor chart ○ Criteria for an Effective Summary anchor chart 	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with memory: In preparation for the Mid-Unit 1 Assessment, invite students to use the summary paragraph frame they worked with in Lesson 6 and add a phrase bank for Article 2. Remind them to recall the writing errors they discussed in Lesson 6 and avoid them here. (MMR) • For ELLs and students who may need additional support with comprehension: To provide lighter support, cue students to expand the conversation about Article 2. Ask: <p><i>"Do you agree or disagree with this article? Is there anything you would change?" (Responses will vary.) (MMR)</i></p> • For ELLs and students who may need additional support with comprehension: Review the final two learning targets introduced in Opening A. Ask students to give specific examples of how they worked toward achieving them in Work Times A and B. Invite students to rephrase the learning targets now



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> ○ Model Summary: Article 16 of the UDHR ○ Quoting Accurately from the Text handout <ul style="list-style-type: none"> • Remind students that this is a complex text, but they are working in a group so they can help each other and they have a lot of resources to use. • Circulate to support students as they closely read in triads. Refer to the Close Reading Note-catcher: Article 2 of the UDHR (example, for teacher reference) as necessary. • 2 minutes before the end of the time, refocus students to remind them that the Universal Declaration of Human Rights is also something we should follow in our behavior and actions toward one another, as we should all respect each other's human rights. Ask students to turn and talk, and then cold call students to share their responses with the whole group: <p><i>"From the video and reading this article, what have you learned about how to treat others?" (Responses may vary, but may include: treat everyone equally, regardless of what they look like in terms of things</i></p>	<p>that they have more experience determining the main ideas and summarizing Article 2. (MMR)</p> <ul style="list-style-type: none"> • For students who may feel uncomfortable sharing their progress on meeting the learning targets publicly: Minimize risk by providing students with a sheet of paper on which they can select a color for each learning target in private. This provides you with useful data for future instruction and helps students to monitor their own learning. (MME)



Work Time	Meeting Students' Needs
<p><i>like size and color of skin, and also where they are from.)</i></p> <ul style="list-style-type: none"> • If productive, cue students to expand the conversation by giving an example: <p><i>"Can you give an example?" (Responses will vary.)</i></p> <ul style="list-style-type: none"> • Invite students to share any new or unfamiliar words and phrases and their definitions and to add them to their vocabulary logs, adding to the academic word wall and domain-specific word wall as appropriate. Invite students to add translations in native languages. • Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the second and third learning targets. Remind them that they used this protocol earlier in the lesson and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol. • Guide students through the protocol using the second learning target. 	



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> • Note students showing red or yellow objects so you can check in with them in the next lessons when this learning target is revisited. • Repeat, inviting students to self-assess against how well they showed respect in this lesson. 	

Closing & Assessments

Closing	Meeting Students' Needs
<p>A. Whole Group Share (5 minutes)</p> <ul style="list-style-type: none"> • Refocus whole group. • Briefly go through each question with the whole group and cold call students to share their responses with the whole group. Refer to the Close Reading Note-catcher: Article 2 of the UDHR (example, for teacher reference) as necessary. • Focus students on the Close Readers Do These Things anchor chart. • Invite them to suggest other strategies they used in this lesson while close reading independently and connect their responses to the strategies on the anchor chart. 	<ul style="list-style-type: none"> • Before cold calling students, consider providing an opportunity for them to Think-Pair-Share with a partner to prepare their responses. (MMR, MMAE)



Closing	Meeting Students' Needs
<ul style="list-style-type: none"> • Invite students to turn and talk to their partner, and then use equity sticks to select students to share out: <p><i>"How did the strategies on the Close Readers Do These Things anchor chart help you to better understand the text?" (Responses will vary.)</i></p> <ul style="list-style-type: none"> • Tell students that in the next lesson they will closely read a new article of the UDHR independently as part of the mid-unit assessment. 	

Homework

Homework	Meeting Students' Needs
<p>A. Reread "Las Guayabas" on pages 58-80 and complete <i>Esperanza Rising</i>: Questions about "Las Guayabas" in your Unit 1 Homework.</p> <p>B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 2. (MMAE, MMR) • For ELLs and students who may need additional support with reading: To provide heavier support, consider providing students with the quotes that show how Esperanza traveled to the train station and how she felt about it. Invite them to explain or sketch



Homework	Meeting Students' Needs
C. For ELLs: Complete Language Dive Practice II in your Unit 1 Homework.	Esperanza's feeling. Take a similar tack with the second question. (MMAE)





Lesson 9

ELA G5:M1:U1:L9

MID-UNIT 1 ASSESSMENT: ANSWERING QUESTIONS ABOUT AND SUMMARIZING ARTICLE 13 OF THE UDHR

Daily Learning Targets

- I can quote accurately from Article 13 to answer questions about it.
- I can determine the main ideas and summarize Article 13 of the Universal Declaration of Human Rights.

Ongoing Assessment

- Mid-Unit 1 Assessment: Answering Questions about and Summarizing Article 13 of the UDHR
- Tracking Progress: Reading, Understanding, and Explaining New Text

Agenda

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Reviewing Learning Targets (5 minutes)</p>	<p>Purpose of lesson and alignment to standards:</p> <ul style="list-style-type: none">• In this lesson, students complete the mid-unit assessment, in which they read Article 13 of the UDHR to identify unfamiliar vocabulary, to identify the main ideas, and to write a summary.



Agenda	Teaching Notes
<p>B. Engaging the Reader: "Los Melones" of <i>Esperanza Rising</i> (20 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit 1 Assessment: Answering Questions about and Summarizing Article 13 of the UDHR (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Launching Tracking Progress (10 minutes)</p> <p>4. Homework</p> <p>A. Reread "Los Melones" on pages 81-99 and complete <i>Esperanza Rising</i>: Questions about "Los Melones" in your Unit 1 Homework.</p> <p>B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • To appropriately set up the reading of this article, students read "Los Melones" in <i>Esperanza Rising</i>. To make time for the assessment, rather than students making connections between <i>Esperanza Rising</i> and the UDHR themselves, this link is made for them and is explained before they complete the assessment. • To provide adequate time for the assessment, nothing is added to the How Were the Human Rights of the Characters in <i>Esperanza Rising</i> Threatened? anchor chart or the Structure of <i>Esperanza Rising</i> anchor chart during this lesson. This will happen during the next lesson. • After the Mid-Unit 1 Assessment, students reflect on their learning using the Tracking Progress: Reading, Understanding, and Explaining New Texts recording form. This exercise is meant to provide them with time to formally keep track of and reflect on their own learning. This self-reflection supports metacognition and pride in work and learning. • In this lesson, the habit of character focus is on working to become an ethical person. The characteristic that students are introduced to is integrity, as they work independently on assessments. • Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads "Las Melones" from <i>Esperanza Rising</i> during Opening B.



- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to poetry and human rights. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- In the lessons leading up to this one, students have practiced using strategies to identify the meaning of unfamiliar vocabulary, identifying the main ideas, and writing a summary, which are the skills they will practice independently in this assessment.

Areas in which students may need additional support:

- If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.
- Some students may require longer than the time allocated to complete the assessment.

Assessment guidance:

- Assessment materials (student copy, answer key, student exemplar) are included in the Assessment Overview and Resources.
- When assessing and providing feedback to students on this assessment, use the teacher answer key and sample student responses (see Assessment Overview and Resources) to help you complete the student Tracking Progress recording form. Consider making notes in the appropriate column for each criterion and marking evidence with flags/sticky notes on student work in a different color than student responses. There is also space provided to respond to student comments.
- Collect *Esperanza Rising*: Questions about "Las Guayabas" homework from Lesson 8. Refer to the *Esperanza Rising*: Questions about "Las Guayabas" (example, for teacher reference) as necessary (see supporting materials).
- For ELLs: Collect Language Dive Practice homework from Lesson 8 for assessment.

Down the road:

- In the second half of the unit, students continue to read *Esperanza Rising* to analyze how the structure of each

Agenda	Teaching Notes
	<p>chapter fits into the overall structure of the story and to make links between the UDHR and the events in the book. They prepare for and participate in text-based discussions in which they discuss the threats to human rights in <i>Esperanza Rising</i> and how those threats make them feel.</p> <ul style="list-style-type: none"> • The Tracking Progress folders introduced in this lesson are referred to throughout the module and the school year.

In Advance

- Prepare:
 - Mid-Unit 1 Assessment (see Assessment Overview and Resources).
 - Tracking Progress folder for each student. This will be a folder with seven tabs, one for each type of Tracking Progress sheet students will complete: Collaborative Discussion, Informative Writing, Narrative Writing, Opinion Writing, Reading, Understanding and Explaining New Text, Reading Fluency, and Research. Students will keep their Tracking Progress forms in this folder to refer to the relevant form before completing an assessment.
- Post: Learning targets and applicable anchor charts (see the materials list).

Tech and Multimedia

- Work Time A: "Freedom to Move." Video. *Youth for Human Rights*. Youth for Human Rights, n.d. Web. 20 Apr. 2016..



- Work Time A: Students complete assessments online--on a Google Form, for example.
- Work Time A: Students complete assessments in a word-processing document--for example, a Google Doc--using Speech to Text facilities activated on devices or using an app or software such as [Dictation.io](https://www.dictation.io/).

Supporting English Language Learners

Important points in the lesson itself

- The basic design of this lesson supports ELLs by inviting them to complete assessment tasks similar to the classroom tasks completed in Lessons 1-8.
- The Mid-Unit 1 Assessment may be challenging for ELLs, as it is a bit further removed from the heavily scaffolded classroom interaction. ELLs will be asked not only to independently apply cognitive skills developed in Lessons 1-8, but also to independently apply new linguistic knowledge introduced in those lessons. They may encounter additional new language as they read Article 13. Encourage students to do their best and assure them that you will continue learning together after the assessment.
- Allow students to review language they've written on the Academic Word Wall or in their vocabulary log.
- Ensure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves (see the Meeting Students' Needs column).
- After the assessment, ask students to discuss which assessment task was easiest and which was most difficult and why. In future lessons and for homework, focus on the language skills that will help students address these assessment challenges.
- When providing feedback on the summaries written for the mid-unit assessment, you may notice that ELL writing might contain a multitude of language errors. Focus on only one or two pervasive errors that interfere with the meaning of the summary. For example, if a main idea sentence lacks a subject or predicate, ask the student to point out who or what the sentence is about or what the subject is doing in the sentence. If a critical sentence is missing-- the concluding statement, for example--ask the student if he or she can identify which critical sentence is missing. To provide heavier support, draw a blank line to show where the missing sentence belongs.



- Spend an equal amount of time giving feedback on what the student did well-- stating the name of the article and the main idea, including a concluding sentence, or using quotation marks correctly, for example. This will help enable the student to identify and repeat his or her success next time.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To achieve success on the mid-unit assessment, students need to generalize the skills from previous lessons. Before administering the assessment, activate their prior knowledge by recalling the learning targets from the previous lessons. Additionally, present the directions for the assessment both visually and verbally and display a map of the assessment parts.
- **Multiple Means of Action and Expression (MMAE):** Because this is an assessment, all students need to answer questions and summarize Article 13 of the UDHR. However, consider ways to vary the process. Examples: Break up the 35-minute time block into smaller chunks with breaks in between. Allow students to use high-tech (e.g., word processor to type their narrative text or a dictation device) or low-tech options (e.g., pencil grips or slanted desks to help with fine motor needs).
- **Multiple Means of Engagement (MME):** Some students may require support with limiting distractions during the assessment (e.g., using sound-canceling headphones or dividers between workspaces). Similarly, some students may require variations in time for the assessment. Consider breaking the assessment into more manageable parts and offering breaks at certain times. During the assessment, provide scaffolds that support executive function skills, self-regulation, and students' abilities to monitor progress before and after the assessment (e.g., visual prompts, reminders, checklists, rubrics, etc.).

Vocabulary

Key: Lesson-Specific Vocabulary (L); Text-Specific Vocabulary (T); Vocabulary Used in Writing (W)

- quote accurately, main ideas, summarize, integrity (L)



Materials

- *Esperanza Rising* (from Lesson 2; one per student)
- Spanish/English Dictionary anchor chart (begun in Lesson 2)
- Working to Become Ethical People anchor chart (begun in Lesson 2; added to during Work Time A; see supporting materials)
- Working to Become Ethical People anchor chart (example, for teacher reference)
- Dictionary (one per pair)
- Vocabulary logs (from Lesson 4; one per student)
- Mid-Unit 1 Assessment: Answering Questions about and Summarizing Article 13 of the UDHR (one per student; see Assessment Overview and Resources)
- Simplified version of the UDHR (from Lesson 4; one per student)
- Affix List (from Lesson 4; one per student)
- Close Readers Do These Things anchor chart (begun in Lesson 2)
- Strategies to Answer Selected Response Questions anchor chart (begun in Lesson 5)
- Criteria for an Effective Summary anchor chart (begun in Lesson 6)
- Model Summary: Article 16 of the UDHR (when appropriate; from Lesson 6; one per student)
- Quoting Accurately from the Text handout (from Lesson 5; one per student and one to display)
- "Freedom to Move" (video; play in entirety; see Teaching Notes)
- Tracking Progress: Reading, Understanding, and Explaining New Text (one per student)
- Tracking Progress folders (new; teacher-created; one per student)
- Sticky notes (three per student)



Assessment

Each unit in the 3-5 Language Arts Curriculum has two standards-based assessments built in, one mid-unit assessment and one end of unit assessment. The module concludes with a performance task at the end of Unit 3 to synthesize their understanding of what they accomplished through supported, standards-based writing.

[Download this Lesson's Assessment](#)

Opening

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">Direct students' attention to the posted learning targets and select a volunteer to read them aloud: <p><i>"I can quote accurately from Article 13 to answer questions about it."</i></p> <p><i>"I can determine the main ideas and summarize Article 13 of the Universal Declaration of Human Rights."</i></p> <ul style="list-style-type: none">Remind students that they have seen these targets before. Tell them that today they will	<ul style="list-style-type: none">For ELLs and students who may need additional support with memory: Ask students to recall how they accurately quoted Article 2 in their previous work to answer the close reading question in Lesson 8: "Who is entitled to the rights in this declaration?" ("Everyone is entitled ... without distinction of any kind.") (MMR)To help students generalize across lessons, remind them that they worked on the skills of finding the main idea and summarizing in previous lessons. (MMR)



Opening	Meeting Students' Needs
<p>practice these learning targets in an assessment.</p> <ul style="list-style-type: none"> Review what <i>quote accurately</i>, <i>main ideas</i>, and <i>summarize</i> mean. 	
<p>B. Engaging the Reader: "Los Melones" of <i>Esperanza Rising</i> (20 minutes)</p> <ul style="list-style-type: none"> Invite students to retrieve their copies of <i>Esperanza Rising</i> and turn to page 81, "Los Melones." Begin by pointing out the title of this chapter and select volunteers to share what "Los Melones" means in English and how they know. (cantaloupes, which are a kind of melon; it says so underneath "Los Melones") Add Los Melones to the Spanish/English Dictionary anchor chart. Invite students to follow along, reading silently in their heads as you read aloud pages 81-99, adding words to the Spanish/English Dictionary anchor chart as they come up. Invite Spanish speakers to provide the 	<ul style="list-style-type: none"> For ELLs and students who may need additional support with memory: Before reading, invite students to summarize the first five chapters of <i>Esperanza Rising</i> in 1 minute or less (with feedback) and then again in 30 seconds or less with a triad. (MMR) For ELLs and students who may need additional support with comprehension: Mini Language Dive. Ask students about the meaning of chunks from a key sentence of this chapter of <i>Esperanza Rising</i>. Write and display student responses next to the chunks. Examples: <ul style="list-style-type: none"> "Place your finger on this sentence: 'My heart aches for those people. They came all this way just to be sent back,' said Mama. Read the sentence aloud as students follow along. "What is the gist of this sentence?" (Responses will vary.)



Opening

translation and to record the Spanish on the anchor chart.

- Ask students to turn and talk to an elbow partner, and then cold call students to share out:

"What is the gist of this chapter?" (Esperanza and her mother cross the border into the United States and meet Miguel's family members, who take them to where they are going to live.)

Meeting Students' Needs

- "Place your finger on *my heart aches*. What does Mama mean? Can you show me what your face looks like when your heart aches?" (She feels very sorry for the immigrants being sent back to Mexico. Look for students to have a pained or sorrowful look on their face.)
- "Where did the people come from? What, in the text, makes you think so?" (Mexico; the story is about Mexican immigrants; the previous sentence says people were being pushed onto a train going back to Mexico.)
- "Place your finger on *to be sent back*. To what location are the people being sent back? Who is sending them back? Why? What, in the text, makes you think so?" (The text says people were being pushed onto a train back to Mexico; that the Mexicali immigration officials were in charge of deciding to approve Esperanza family's papers or to send the family back; and that there were many reasons for being sent back: no papers, false papers, no work.)
- "Now what do you think is the gist of this sentence? What do you think about the ideas expressed here?" (Mama is very sad because the

Opening	Meeting Students' Needs
	<p>immigrants being sent back have had a long, frightening journey from Mexico to the United States and will now have to go all the way back home to a life they wanted to leave.) (MMR, MMAE)</p>

Work Time

Work Time	Meeting Students' Needs
<p>A. Mid-Unit 1 Assessment: Answering Questions about and Summarizing Article 13 of the UDHR (25 minutes)</p> <ul style="list-style-type: none"> • Focus students on the Working to Become Ethical People anchor chart. • Tell them that because they will be working independently in an assessment, it is important that they practice integrity. • Invite students to work with an elbow partner to look up <i>integrity</i> in a dictionary and to say the definition of the word to each other in their own words. (being honest and doing the right thing, even when it's difficult, because it is the 	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with new vocabulary: Pronounce and spell <i>integrity</i> aloud. Tell students that the words <i>with</i> and <i>integrity</i> are often used together (collocation) to indicate the manner or attitude with which someone acts. The two words can be learned and used as a phrase after a verb to indicate the way someone acts, e.g., "I behave with integrity." Invite students to investigate additional collocations with <i>integrity</i> (e.g., with high integrity, have integrity, threaten my integrity). (Hint: Suggest that students complete an internet search or use a collocation dictionary.) (MMR)



right thing to do) To foster equity, consider asking:

"What is the translation of integrity in our home languages?" Invite students to use their translation dictionary if necessary. Call on student volunteers to share. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Chorally repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. (wan zheng xing in Mandarin)

- Add this to the Working to Become Ethical People anchor chart. Refer to **Working to Become Ethical People anchor chart (example, for teacher reference)** as necessary.
- Invite students to turn and talk to an elbow partner, and then cold call students to share out:

- For ELLs and students who may need additional support with comprehension: Remind students to use the strategies for reading unfamiliar texts introduced in Lesson 1 and the summary paragraph frame developed in Lesson 6. Consider inviting them to watch the video or read the simplified UDHR in one of the many home languages provided at the Youth for Human Rights website, then complete the assessment in English. Tell students they will not be expected to make connections between "Los Melones" and Article 13 on the assessment. The assessment focuses on Article 13 only. (MMR)
- For ELLs and students who may need additional support with executive function skills: Read the assessment directions, questions, and answer options aloud. Rephrase directions for them. Ensure that students clearly understand all assessment directions. Monitor during the assessment to see that students are completing the assessment correctly. Stop those who are on the wrong track and make sure they understand the directions.
- For ELLs: As you read the assessment, display a "map." Example:

Work Time	Meeting Students' Needs
<p><i>"What does integrity look like? What might you see when someone is practicing integrity?"</i></p> <p><i>"What does integrity sound like? What might you hear when someone is practicing integrity?"</i></p> <ul style="list-style-type: none"> As students share out, capture their responses in the appropriate column on the Working to Become Ethical People anchor chart. Refer to the Working to Become Ethical People anchor chart (example, for teacher reference) as necessary. Record <i>integrity</i> on the Academic Word Wall. Invite students to add translations of the words in their home languages in a different color next to the target vocabulary. Invite students to add this word to the front of their vocabulary logs. Distribute the Mid-Unit 1 Assessment: Answering Questions about and Summarizing Article 13 of the UDHR. Reread pages 83-84, beginning with "My heart aches for those people ..." and ending with "... 	<p>A. Read Article 13.</p> <ol style="list-style-type: none"> Complete the affix table for <i>residence</i>. Write a definition for <i>residence</i>. Complete selected response for the meaning of <i>border</i>. Complete selected response for the main ideas of Article 13. Complete the Main Ideas and Supporting Details table for Article 13. Write a summary of Article 13. <ul style="list-style-type: none"> Minimize distractions during the assessment by providing tools such as sound-canceling headphones or individual dividers. (MME) Allow students to use tools that will support their fine motor skills, such as a pencil grip, a slanted desk, or a word processor. (MMAE)



took her hand and squeezed it." Invite students to read along silently in their heads.

- Remind students that in the chapter of *Esperanza Rising* they have just read, some people are not allowed to cross the border into the United States. Tell them that in this lesson they are going to read an article of the UDHR linked to the issue of crossing the border into another country. Tell them that to give them more time to work on the assessment, you have identified the connections between the chapter and the UDHR for them, and they will be closely reading Article 13.
- Invite students to follow along, reading silently in their heads while you read the directions aloud for each part of the assessment. Answer clarifying questions.
- Remind students of the following resources they have been using in the lessons in this half of the unit and encourage them to refer to these as necessary during the assessment:
 - **Simplified version of the UDHR**
 - **Affix List**



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> ○ Close Readers Do These Things anchor chart ○ Strategies to Answer Selected Response Questions anchor chart ○ Criteria for an Effective Summary anchor chart ○ Model Summary: Article 16 of the UDHR ○ Quoting Accurately from the Text handout <ul style="list-style-type: none"> • Play the video "Freedom to Move." • Invite students to begin working on the assessment. • Circulate to support students as they complete the assessment and to monitor their test-taking skills. Prompt students throughout the assessment, letting them know how much time they have left and encouraging them to continue working. This is an opportunity to analyze students' behaviors while taking an assessment. Document the strategies you observe them use, such as referencing anchor 	



Work Time	Meeting Students' Needs
charts and referring to the text as they answer questions.	

Closing & Assessments

Closing	Meeting Students' Needs
<p>A. Launching Tracking Progress (10 minutes)</p> <ul style="list-style-type: none"> Give students specific positive feedback on their completion of the Mid-Unit 1 Assessment. (Example: "I was pleased to see a lot of you referring back to your texts to find details.") Distribute Tracking Progress: Reading, Understanding, and Explaining New Texts and Tracking Progress folders. Tell students that successful learners keep track of and reflect on their own learning and that they will be completing a form like this after most of their assessments. Select volunteers to read aloud each criterion for the whole group. After hearing each one read aloud, invite students to turn and talk with an elbow partner: 	<ul style="list-style-type: none"> For ELLs: Self-assessment may be an unfamiliar concept for some students. Tell them that thinking about how well they did will help them do even better next time. For ELLs and students who need additional support with comprehension: Allow students to orally paraphrase the meaning of the Tracking Progress criteria, self-assess, and discuss the evidence with a partner before they begin writing. (MMR)



"What does that criterion mean in your own words?"
(Responses will vary.)

- Read the directions aloud for students and answer clarifying questions. Explain the scale and what each number represents. They should give themselves a 3 if they think they have achieved that criterion in their reading of new texts, a 4 if they think they have done even more than the criterion asks, a 2 if they think they are nearly there but not quite, and a 1 if they think they still have a lot of work to do.
- Distribute **sticky notes**. Tell students they will use these to identify evidence in their work from the unit of their progress toward each criterion.
- Guide students through completing Question 1 of the Tracking Progress form. If this is the first time students have completed this form, they may not be able to answer this question. In this situation, tell students to leave it blank and explain that next time they fill out the same form, they should be able to answer this question. If students completed these forms in Grade 4, they will be able to look back to their Grade 4 forms.
- Point out the "Teacher Response" part under Question 2 and tell students that after class, you will read each



Closing	Meeting Students' Needs
<p>student's reflection and respond with your feedback about their progress toward the skill.</p> <ul style="list-style-type: none"> • Direction students' attention to Question 3 on the form and select a volunteer to read it aloud for the group: <p><i>"How can I improve next time?"</i></p> <ul style="list-style-type: none"> • Invite students to reflect on their own or with a partner on how they can improve on this skill in the future. Select volunteers to share with the group. • Invite students to record their thinking in the appropriate spot on the Tracking Progress form. • Invite students to place the form in their Tracking Progress folder and collect students' folders. • Invite students to give a thumbs-up, thumbs-down, or thumbs-sideways to indicate how well they showed integrity in this lesson. 	

Homework

Homework	Meeting Students' Needs
<p>A. Reread "Los Melones" on pages 81-99 and complete <i>Esperanza Rising</i>:</p>	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with reading and writing: Refer to the



Homework	Meeting Students' Needs
<p>Questions about "Los Melones" in your Unit 1 Homework.</p> <p>B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>suggested homework support in Lesson 2. (MMAE, MMR)</p> <ul style="list-style-type: none"> • For ELLs and students who may need additional support with comprehension: To provide heavier support, consider providing students with the quotes that describe the geographical setting in California. Invite them to explain or sketch what it's like in California based on the quotes. (MMR, MMAE)





Lesson 10

ELA G5:M1:U1:L10

TEXT-BASED DISCUSSION: EVIDENCE OF THREATS TO HUMAN RIGHTS IN CHAPTERS 1–3 OF *ESPERANZA RISING*

Daily Learning Targets

- I can quote accurately from the text to make connections between *Esperanza Rising* and the UDHR.
- I can prepare for and follow discussion norms to have an effective text-based discussion about evidence of threats to human rights in *Esperanza Rising*.

Ongoing Assessment

- Entrance Ticket: Story Structure
- Preparing for a Text-Based Discussion note-catcher
- Exit Ticket: Reflecting on the Text-Based Discussion

Agenda

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Entrance Ticket: Story Structure (5 minutes)</p>	<p>Purpose of lesson and alignment to standards:</p> <ul style="list-style-type: none">• In this lesson, students prepare for and participate in a short text-based discussion in which they describe threats to human rights in Chapters 1-3



Agenda	Teaching Notes
<p>B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Preparing for a Text-Based Discussion (25 minutes)</p> <p>B. Participating in a Text-Based Discussion (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Tickets (10 minutes)</p> <p>4. Homework</p> <p>A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>of <i>Esperanza Rising</i>, using both the <i>Esperanza Rising</i> text and the UDHR, and discuss how those threats made them feel. This is in preparation for the end of unit assessment in Lesson 12, in which students have the same discussion, but this time about Chapters 4-6.</p> <ul style="list-style-type: none"> • At the beginning of the lesson, students complete an entrance ticket about how "Los Melones" fits into the overall structure of the story. This activity serves two purposes: Students will be answering the same question in exactly the same format on the End of Unit 1 Assessment about a different chapter of <i>Esperanza Rising</i>, and it is a lead-in to updating the Structure of <i>Esperanza Rising</i> anchor chart. • At the end of the lesson, students reflect on their performance in the discussion to suggest improvements for the next text-based discussion. • Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation. • In this lesson, the habit of character focus is on working to become an ethical person. Students are introduced to the characteristics of empathy and compassion as they discuss how the threats to human rights make them feel. Students also continue to practice respect as they have a respectful collaborative discussion. • The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to human rights. By participating in this volume of reading over a span of time, students will



develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- In the lessons leading up to this one, students have been analyzing threats to human rights in *Esperanza Rising* and recording them on a class anchor chart. The content of this anchor chart is the starting point of the note-catcher they complete in preparation for the text-based discussion.

Areas in which students may need additional support:

- Students may need additional support working independently to prepare for the text-based discussion. Consider grouping students who will find this challenging with you and work through three chosen events in *Esperanza Rising* together--for example, the death of her father, the land being left to her uncle rather than her mother, and the house burning down.

Assessment guidance:

- Listen to student discussions and use the norms recorded on the Discussion Norms anchor chart to identify common issues to be used as whole group teaching points later on.

Agenda	Teaching Notes
	<ul style="list-style-type: none"> • Consider using the Collaborative Discussion Informal Checklist to assess students as they discuss to identify common issues (see the Tools page). • Collect <i>Esperanza Rising</i>: Questions about "Los Melones" homework from Lesson 9. Refer to the <i>Esperanza Rising</i>: Questions about "Los Melones" (example, for teacher reference) as necessary (see supporting materials). <p>Down the road:</p> <ul style="list-style-type: none"> • In the next lesson, students will read the next chapter of <i>Esperanza Rising</i> and will prepare for the text-based discussion in the End of Unit 1 Assessment in Lesson 12.

In Advance

- Strategically pair students for work during this lesson, with at least one strong reader per pair.
- Review the Thumb-O-Meter protocol (see Classroom Protocols).
- Post: Learning targets and applicable anchor charts (see materials list).

Tech and Multimedia

- Opening A: Students complete entrance tickets online, in a Google Form, for example.
- Work Time A: Students complete note-catchers using a word-processing tool--for example, a Google Doc.



- Work Time A: Students complete their note-catchers in a word-processing document--for example, a Google Doc--using Speech to Text facilities activated on devices or using an app or software such as [Dictation.io](#).
- Work Time B: Record students as they engage in text-based discussions to listen to later to discuss strengths and what they could improve on or to use as models for the group. Most devices (cell phones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Closing and Assessment A: Students complete exit tickets online--in a Google Form, for example.

Supporting English Language Learners

Important points in the lesson itself

- The basic design of this lesson supports ELLs by continuing the pattern of analysis of *Esperanza Rising* using the Structure of *Esperanza Rising* anchor chart and building from the How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart to make connections to the UDHR. Moreover, students have the opportunity to synthesize their learning during a text-based discussion. This format is ideal for language development, as it invites students to negotiate with classmates about the meaning of what they are trying to say, pushing them to change their language to be more comprehensible. Additionally, students can celebrate their successful attempts at communication and their ability to extend and enhance the discussions, using language from the Discussion Norms anchor chart, for example.
- ELLs may find the text-based discussion challenging, as the spotlight is trained more on them. Encourage all communication from ELLs as successful risk-taking, allowing them to grapple but rephrasing what they say if necessary, and remind them to rely on the language tools provided during this and previous lessons (see Meeting Students' Needs column).

Levels of support

For lighter support:



- Invite a student to paraphrase the key points of Article 13 from the Mid-Unit 1 Assessment in more comprehensible language to make sure those who need heavier support are ready to continue.
- Encourage students to modify the graphic organizer they began in Lesson 2 to track (and illustrate) the main events of *Esperanza Rising* against the structure of the story. Ask them how they might incorporate their feelings. Invite them to explain their modified graphic organizer to students who need heavier support.

For heavier support:

- Transform the investigation of the Preparing for a Text-Based Discussion note-catcher into a kinesthetic activity. Copy completed cells of the note-catcher onto separate cards or sticky notes. Students can paste the cards into the correct location on the note-catcher.
- Consider using the Preparing for a Text-Based Discussion note-catcher (example, for teacher reference) or the student's completed copy to help students voice their opinion during the text-based discussion. Point to the information in the note-catcher as you express the student's opinion in the simplest meaningful language possible and invite the student to then point and repeat after you or make any corrections. Check the student's intended meaning with Conversation Cues such as: "So, do you mean _____?"

Universal Design for Learning

- **Multiple Means of Representation (MMR):** This lesson introduces text-based discussion. Establish explicit expectations and habits in this lesson and provide multiple representations of your expectations during text-based discussion. For instance, model and think aloud a discussion group with a few proficient students. For visual representations, refer to the anchor charts, note-catchers, and discussion frames when modeling.
- **Multiple Means of Action and Expression (MMAE):** Students who may need additional support with expressive language can benefit from scaffolds that facilitate communication. Consider having intermediate students create sentence



frames that are appropriate for text-based discussions. Then, students who need more support can refer to these frames during the discussion.

- **Multiple Means of Engagement (MME):** Because this is the first lesson centered on text-based discussion, it is important to remind students that this is only the first of a series of lessons to help build their skills. Create a supportive and inclusive classroom environment by reminding students that everyone is working toward getting better at class discussions. Highlight and provide specific positive feedback on growth and development rather than relative performance.

Vocabulary

Key: Lesson-Specific Vocabulary (L); Text-Specific Vocabulary (T); Vocabulary Used in Writing (W)

- text-based discussion, empathy, compassion (L)

Materials

- Entrance Ticket: Story Structure (one per student and one to display)
- Entrance Ticket: Story Structure (example, for teacher reference)
- Structure of *Esperanza Rising* anchor chart (begun in Lesson 2; added to during Opening A)
- Structure of *Esperanza Rising* anchor chart (example, for teacher reference)
- Preparing for a Text-Based Discussion note-catcher (one per student and one to display)
- Preparing for a Text-Based Discussion note-catcher (example, for teacher reference)
- Working to Become Ethical People anchor chart (begun in Lesson 2; added to during Work Time A; see supporting materials)
- Working to Become Ethical People anchor chart (example, for teacher reference)
- How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (begun in Lesson 4)
- Quoting Accurately from the Text handout (from Lesson 5; one per student and one to display)
- *Esperanza Rising* (from Lesson 2; one per student)



- Simplified version of the UDHR (from Lesson 4; one per student)
- Discussion Norms anchor chart (begun in Lesson 1)
- Discussion Norms anchor chart (example, for teacher reference)
- Exit Ticket: Reflecting on the Text-Based Discussion (one per student)

Assessment

Each unit in the 3-5 Language Arts Curriculum has two standards-based assessments built in, one mid-unit assessment and one end of unit assessment. The module concludes with a performance task at the end of Unit 3 to synthesize their understanding of what they accomplished through supported, standards-based writing.

Opening

Opening	Meeting Students' Needs
<p>A. Entrance Ticket: Story Structure (5 minutes)</p> <ul style="list-style-type: none"> • Move students into pairs and invite them to label themselves A and B. • Distribute and display the Entrance Ticket: Story Structure. • Read aloud the question in the second column for students and remind them of the key at the top of the Structure of Esperanza Rising anchor chart. • Invite students to discuss with their partner and then record on their entrance ticket: 	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with memory: Ask: <i>"What is the series of conflicts and crises in this chapter leading toward climax? What do you think will happen next?" (Esperanza and her family are allowed into the U.S. as others are being sent back to Mexico; they arrive in Los Angeles and meet Alfonso's brother's family; Esperanza learns more about life and segregation in the U.S. as a migrant worker; she becomes closer to Miguel as she feels</i>



Opening	Meeting Students' Needs
<p><i>"Using the key on the Structure of Esperanza Rising anchor chart, where does this chapter fit into the overall structure of the text? What makes you think so?" (We know that more things are likely to happen to Esperanza and her mother because they have only just arrived in the United States. There hasn't been a turning point yet.)</i></p> <ul style="list-style-type: none"> • Cold call students to share out. Refer to Entrance Ticket: Story Structure (example, for teacher reference) as necessary. • As students share out, capture their responses on the Structure of <i>Esperanza Rising</i> anchor chart. Refer to Structure of <i>Esperanza Rising</i> anchor chart (example, for teacher reference) as necessary. • Remind students that the climax of the story is a turning point, and that everything that has happened so far in the story has been bad for Esperanza; hopefully the turning point will be when good things start to happen for her. 	<p><i>more and more adrift; she comes face-to-face with her own classism.) (MMR)</i></p> <ul style="list-style-type: none"> • For ELLs and students who may need additional support with memory: In preparation for the End of Unit 1 Assessment, invite students who need lighter support to paraphrase a paragraph frame to those who need heavier support to explain why a chapter fits into the rising action. (Example: Rising action: This chapter is part of the rising action. We know that more things are likely to happen to Esperanza and her mother because they have only just arrived in the United States. They are experiencing a series of conflicts and crises leading toward climax, such as _____. There hasn't been a turning point yet.) (MMR)
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets and select a volunteer to read them aloud: 	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with memory: Repeat, rephrase, and display the rephrased version of the final two learning targets



Opening	Meeting Students' Needs
<p><i>"I can quote accurately from the text to make connections between Esperanza Rising and the UDHR."</i></p> <p><i>"I can prepare and follow discussion norms to have an effective text-based discussion about evidence of threats to human rights in Esperanza Rising."</i></p> <ul style="list-style-type: none"> • Underline the words <i>text-based discussion</i>. Invite students to turn and talk to their partner, and then cold call students to share out: <p><i>"What is a text-based discussion?" (a discussion based on text)</i></p> <ul style="list-style-type: none"> • Ask students to discuss with their partner, and then cold call students to share with the whole group: <p><i>"Based on these learning targets, what do you think you will be doing in this lesson?"(make connections between the UDHR and Esperanza Rising and prepare for and participate in a text-based discussion about threats to human rights in Esperanza Rising)</i></p>	<p>next to the originals. (Example: I can talk with my group about examples in <i>Esperanza Rising</i> that show human rights being threatened. I can use the Discussion Norms anchor chart to help our group be successful.) (MMR)</p>



Work Time	Meeting Students' Needs
<p>A. Preparing for a Text-Based Discussion (25 minutes)</p> <ul style="list-style-type: none"> • Distribute and display the Preparing for a Text-Based Discussion note-catcher. • Read the questions at the top of the note-catcher aloud for the group. • First, point out that the note-catcher involves only the first three chapters and that those chapters are listed below the questions, since the book's chapters are not numbered. • Next, focus students on the second part of the question. Help them see that they will record this information in the final column, which is not on the anchor chart. • Focus students on the Working to Become Ethical People anchor chart. • Remind students that sometimes the things we discuss in class or the texts we read can upset some students. Explain that sometimes this can come as a result of their previous experiences or their family background. Remind them that they 	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with new vocabulary: Consider adding simpler synonyms to the Word Wall in a lighter color next to the target vocabulary. (Example: <i>care</i>) (MMR) • For ELLs and students who may need additional support with comprehension: Buy or ask for large paint chips from a local hardware or paint store or print them online. Write synonyms such as <i>compassion, empathy, sympathy, pity, care, and understanding</i>, each one on a different shade of the paint chip. Place them on the wall and discuss the shades of meaning in relation to the strategies for being an ethical person. (MMR) • For ELLs and students who may need additional support with comprehension: Consider inviting students to complete the Preparing for a Text-Based Discussion note-catcher in somewhat reverse order, drawing on their most intense negative feelings from <i>Esperanza Rising</i> and then identifying which events in the story sparked those feelings. (MMAE)



Work Time	Meeting Students' Needs
<p>have already been working hard on practicing respect to be respectful of this.</p> <ul style="list-style-type: none"> • Invite students to Think-Pair-Share, leaving adequate time for each partner to think, to ask each other the question, and share. Cold call students to share out: <p><i>"When someone is upset about something, how does it make you feel? What can you do to help that person work through it?" (show empathy and compassion)</i></p> <ul style="list-style-type: none"> • If productive, cue students to expand the conversation by giving an example: <p><i>"Can you give an example?" (Responses will vary.)</i></p> <ul style="list-style-type: none"> • Tell students that you want to focus on two of those strategies for being an ethical person. Add the following to the anchor chart: <ul style="list-style-type: none"> ○ "I show empathy. This means I understand and share or take into account the feelings, situation, or attitude of others." 	<ul style="list-style-type: none"> • For ELLs: Consider inviting students to verbally "complete" the note-catcher in home language groupings, focusing more on the discussion of emotions, events, and connections to human rights, rather than on writing. They can then focus on writing notes in their home language or English, or making sketches as placeholders, and finally discussing in English. • For ELLs and students who may need additional support with expressive language: To provide lighter support, invite intermediate students to create a discussion frame to bolster participation during the discussion. (MMAE) <ul style="list-style-type: none"> ○ Help them notice how they can create cohesion in the frame by referring back and forward using language like pronouns or nominalizations instead of repeating the same information each time they make a reference. (See coded language in the example below.) ○ Ask them to discuss how this discussion frame is different from their everyday discussions with classmates and how it is different from the



Work Time

- "I show compassion. This means I notice when others are sad or upset and try to help them."
- Refer to **Working to Become Ethical People anchor chart (example, for teacher reference)** as necessary.
- Invite students to Think-Pair-Share, leaving adequate time for partners to think, to ask each other the question, and share. Cold call students to share their responses with the whole group:

"In your own words, what does this mean?" (to try to understand how others feel)

"When someone shows empathy, what does it look like? What will you see?"

"When someone shows empathy, what does it sound like? What will you hear?"

- As students share out, capture their responses in the appropriate columns of the Working to Become Ethical People anchor chart. Refer to the

Meeting Students' Needs

formal writing summary they have done in this unit.

- Invite students who need heavier support to use the frames. (MMAE)

Example:

- In _____ (name of chapter), _____ (description of *Esperanza Rising* event). On page _____, it says " _____ " (quote from *Esperanza Rising* describing event). This threatens the " _____ " (human right) in Article _____. _____ (*Esperanza Rising* event) made me feel _____ because _____.

- *In Las Uvas, Papa is killed by bandits. On page 22, it says, "... Esperanza could see a body in back, completely covered with a blanket." This threatens the "right to life" in Article 3. Papa's death made me feel angry because his death was so unfair.*

- For ELLs and students who may need additional support with memory: Review the second learning target introduced in Opening A. Ask students to give specific examples of how they worked toward

Work Time	Meeting Students' Needs
<p>Working to Become Ethical People anchor chart (example for teacher reference) as needed.</p> <ul style="list-style-type: none"> Ask students to turn and talk, and then cold call students to share out: <p><i>"In your own words, what does this mean?" (to notice when someone is upset and to try to help them)</i></p> <p><i>"When someone shows compassion, what does it look like? What will you see?"</i></p> <p><i>"When someone shows compassion, what does it sound like? What will you hear?"</i></p> <ul style="list-style-type: none"> Refer to the Working to Become Ethical People anchor chart (example for teacher reference) as needed. Add <i>empathy</i> and <i>compassion</i> to the Academic Word Wall. Invite students to add translations of the words in their home languages in a different color next to the target vocabulary. Point out to students that there are only three rows on the Preparing for a Text-Based Discussion note-catcher. This is because they are 	<p>achieving it in Work Time A. Invite students to rephrase the target now that they have more experience preparing for a text-based discussion.</p>



going to choose three examples of threats to human rights in Chapters 1-3 that were particularly meaningful to them. Explain that this means they will have had an emotional response, such as anger, disgust, disappointment, sadness. Explain that this emotional response could come from their own experiences or just as a reaction to the text.

- Ensure students understand that they also need to be able to justify why they feel the way they feel.
- Remind students to use the **How Were the Human Rights of the Characters in Esperanza Rising Threatened? anchor chart** as a starting point, as this lists many of the threats to human rights that they have already identified.
- Model an example as a think-aloud. Refer to **Preparing for a Text-Based Discussion Note-catcher (example, for teacher reference)** as necessary.
- Emphasize that students can focus on things that are not listed on the anchor chart as long as they

have evidence from both *Esperanza Rising* and the UDHR to support their claims.

- Invite students to retrieve their **Quoting Accurately from the Text handout** and remind them to use it to quote accurately from *Esperanza Rising* and the simplified version of the UDHR. Tell them that if they wish to use the actual articles of the UDHR that they have closely read rather than the simplified versions, this is also fine, as long as they quote accurately from the text and make clear connections to characters in *Esperanza Rising*.
- Tell students they have the option of working alone or with a partner. Emphasize that as this contains a personal response, students may wish to do this alone, but invite those who want to work with someone to move to a certain area of the room to pair up with someone else who wants to work with a partner.
- Invite students to begin working.
- Circulate to support students in completing their note-catcher.
- Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their



Work Time	Meeting Students' Needs
<p>progress toward the first learning target. Remind them that they used this protocol in Lesson 7 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.</p> <ul style="list-style-type: none"> • Guide students through the Thumb-O-Meter protocol using the first learning target. Scan the responses and make a note of students who may need more support with this moving forward. 	
<p>B. Participating in a Text-Based Discussion (15 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the Discussion Norms anchor chart and review its criteria, specifically the cues and responses. • Add "I prepare for the discussion" to the top of the anchor chart. Refer to Discussion Norms anchor chart (example, for teacher reference) as necessary. • Move students into groups of five and invite them to sit in a circle or around a table with their group and their Preparing for a Text-Based Discussion note-catcher. 	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with expressive language: Model and think aloud a discussion group with a few proficient students. Refer to the anchor charts, note-catchers, and discussion frames as you model. (MMR) • Provide sentence frames to help students with their expressive language skills. (MMAE) • Consider handing out numbers so students know the order in which they will speak. This will help to reduce anxiety and help them be prepared for their turn. (MMAE) • For ELLs: As students interact, jot down samples of effective communication. Also jot down one or



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> • Remind students of the question for the discussion at the top of the note-catcher. • Explain that you want groups to ensure that all members contribute to the conversation. • Focus students on the Working to Become Ethical People anchor chart. Tell students that as they will be having a collaborative discussion that includes describing how they feel, it is important that they practice respect, empathy, and compassion. • Invite students to begin. • Circulate to listen to students' discussions and make note of any common issues that could be used as teaching points. 	<p>two common language errors you hear (pervasive, stigmatizing, critical). If you record the discussion, invite students to listen and identify comprehensible communication and any errors. Share additional observations with the class. Allow students to take pride in the effective communication and correct the errors. For example, if students frequently omit subjects, display a sample and invite them to discuss what's missing. (Example: "Threatens the 'right to life' in Article 3."The subject, "Papa's murder,"is missing.)</p> <p>It's not necessary to identify who communicated well or who made errors. However, consider pulling the student aside to make it clear.</p>

Closing & Assessments

Closing	Meeting Students' Needs
<p>A. Exit Ticket (10 minutes)</p> <ul style="list-style-type: none"> • Refocus whole group. 	<ul style="list-style-type: none"> • Create a supportive and inclusive classroom environment by reminding students that everyone is working toward getting better at class discussions. Be sure to highlight and praise growth



Closing	Meeting Students' Needs
<ul style="list-style-type: none"> • Distribute and display the Exit Ticket: Reflecting on the Text-Based Discussion. • Read aloud the questions on the exit ticket. • Invite students to refer to the Discussion Norms anchor chart and the Working to Become Ethical People anchor chart to determine what they did well and what they could improve on next time. • If there were common strengths or issues that you heard across the whole group, consider using this time to point them out and encourage students to record these as things to work on. • Invite students to complete their exit ticket. • Circulate to support students as they record their ideas. • Ensure that students keep this exit ticket to refer to in Lesson 12. 	<p>and development rather than relative performance. (MME)</p>



Homework	Meeting Students' Needs
A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.	<ul style="list-style-type: none">• For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 2. (MMAE, MMR)

